

*Andrew Carnegie*

Carnegie  
Corporation  
of New York

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Annual  
Report  
1995









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Corporation  
of New York

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Annual  
Report  
1995

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PETERborough, ONTARIO





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# About Carnegie Corporation

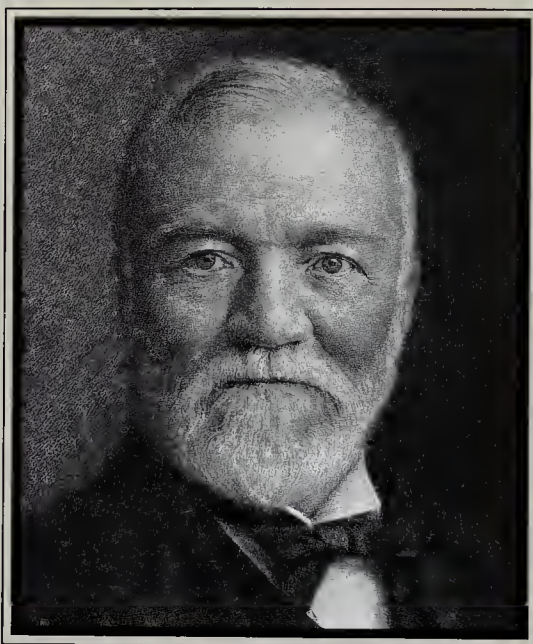
In 1936, the centenary year of Andrew Carnegie's birth, a university leader remarked that Carnegie "more than any other man of his time . . . transformed giving from an ill-developed art into a well-regulated science." Would that it were so: foundations are ever struggling to define and refine the principles and strategies of effective giving. In any event, there was arguably less science to Carnegie's benefactions than his unshakable faith in human talent, which may be more to the point.

Following the death of Carnegie in 1919, when the foundation was hardly more than an institutionalized extension of his personal philanthropy, the Corporation began to professionalize its operations. It undertook to concentrate its grant funds around a few efforts and to dissociate itself from a great variety of minor interests, while keeping the door open to the "rare and critical opportunity" — a principle to which the foundation has adhered ever since. (A spectacular example of such an opportunity was the "Comprehensive Study of the Negro in America," led by the Swedish social scientist Gunnar Myrdal, which was published as *An American Dilemma* in 1944 and provided the philosophical under-

pinning of civil rights legislation in the 1960s.)

In 1945, in considering how to design an effective program in the postwar era, the Corporation's officers were urged by president Devereux C. Josephs to assess "reasonable" proposals, to encourage submissions from "practical visionaries," and in other ways to seek opportunities for the foundation to "share in the

creative enterprise." Josephs counseled that the role of a private foundation is not to "distribute largesse" but to "search hard for capable, wise, and skillful architects who can use foundation money with intelligence and imagination." Josephs' successor, Charles Dollard, in 1952 added, "Every foundation should take seriously its obligation to bring to a wide circle of informed



citizens a full and clear account of its stewardship" — another precept the Corporation has tried to uphold in the frequent publication of reports on its activities.

By 1964, president John W. Gardner was underscoring the importance of flexibility as well as imagination in the Corporation's grantmaking. If the modern foundation has influence, he said, it is not because it has vast resources at its disposal; indeed, its expenditures are only a tiny



fraction of those of government. What accounts for a foundation's influence is its effectiveness as a device for fostering innovation. "It is designed to make money go a long way in the service of creativity and constructive change. It is one of the few institutions in our society that can keep itself free to act quickly and flexibly in support of the talented individual or the institution that wishes to undertake an experimental program."

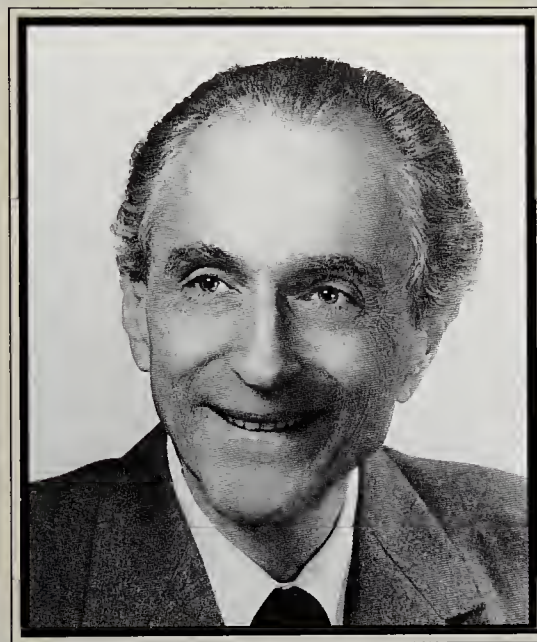
In the past twenty-five years, examples of Corporation-supported concepts that have since become institutionalized include: the Children's Television Workshop, which produced *Sesame Street* and a host of other children's programs capitalizing on television's power to educate and socialize as well as entertain children; the Children's Defense Fund, which answered the need for a national advocacy organization to speak on behalf of poor and disadvantaged children; and the Carnegie Commission on Educational Television, whose plan for reorganizing and expanding the nascent educational television system led to the formation in 1968 of the public television system to serve the broad public interest.

In the past decade under David A.

Hamburg, the Corporation has remained steadfastly committed to the testing, scaling up, and dissemination of new ideas, knowledge, and innovations in the fields in which it concentrates: educational improvement, the healthy development of children and youth, international relations, sub-Saharan Africa, and citizen participation in democratic processes. Programs

in some of these areas have led to statewide reforms to make middle grade schools better suited to the developmental needs of adolescents; federal policies to assist denuclearization in the former Soviet Union; and improved capacity in the different branches and levels of government to deal with advances in science and technology.

Andrew Carnegie recognized the need for flex-



ibility in his will, giving the Corporation's trustees "full authority to change policy or causes hitherto aided from time to time, when this, in their opinion, has become necessary or desirable. They shall best conform to my wishes by using their own judgment." With limited resources at its command, the Corporation has relied on this flexibility and capacity to experiment in order to anticipate and respond effectively to change.



Report  
of the  
President







Over the past twenty-five years, Carnegie Corporation has devoted much attention and a great deal of its resources toward better understanding of child and adolescent development and toward ways of fostering posi-

tive outcomes for youth in the face of drastic changes in the American family and society. Through the grant process and the sponsorship of special study groups, the Corporation has sought to strengthen the knowledge base in child and adolescent development, to raise public awareness of the developmental needs of young people, and to offer practical solutions for improving their life chances.

Two crucially formative and comparatively neglected phases in the life span have been the object of deep concern by the foundation in the past decade. These are the first three years of life, beginning with the prenatal period, and early adolescence, covering ages ten through fourteen. Work on these two periods has resulted in several syntheses of the best available knowledge from research and practice, leading to recommendations for action by key institutions of society. The culminating reports,

*Starting Points: Meeting the Needs of Our Youngest Children* (1994) and *Great Transitions: Preparing Adolescents for a New Century* (1995), have been widely disseminated to the public, and their recommendations are beginning to take effect in policies and programs throughout the nation.

Most recently, the Corporation has estab-

lished a new task force to promote healthy development and education in the years from three to ten. It will examine the current condition of primary grade education, paying particular attention to strategies for making improvements in disadvantaged communities, where the need is greatest. The final report of the task force will be issued in September 1996.<sup>1</sup>

With this latest initiative, the Corporation's programs now cover the entire spectrum of early life, from before birth through age fourteen. Phase by developmental phase, the programs provide the basis of a cohesive developmental strategy for ensuring the health and well-being of America's children and youth.

NOTE: *The president's annual essay is a personal statement representing his own views. It does not necessarily reflect the foundation's policies.*

## A Developmental Strategy to Prevent Lifelong Damage

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What are the essential requirements for healthy development, and what are the principal opportunities for meeting these requirements? In what ways can families be strengthened to meet the developmental needs of the nation's young? What extra-familial influences can help to meet them? Finally, what information, skills, and professional services can be brought to bear in ensuring healthy development under contemporary American conditions?

#### THE CHANGING AMERICAN FAMILY

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**F**rom time immemorial, the family has been the fundamental unit responsible for the health, education, and general well-being of children; indeed, the family has been the central organizing principle of societies everywhere. But in the United States, the structure and function of families have undergone profound changes in just the past thirty years. Some of these changes represent new opportunities and tangible benefits. Others place the well-being of children in such jeopardy as to pose a major problem for the entire society.

Today, stable, close-knit communities where people know each other well and maintain a strong ethic of mutual aid are not as common as they once were. For growing children, the intellectual and social tasks they must master are far more complex than they were in the small, simple societies of their ancestors. Young people having children are less experienced in child care than were any of their predecessors. Many start a new family without the knowledge, skills, or confidence to carry out the enduring responsibilities of competent parenthood.

In this time of accelerated change, family life has been subjected to severe strains. By 1990, more than half of all mothers of very young children, preschool as well as school-age, held jobs outside the home. Many, if not most, parents are having difficulty integrating work and fam-

ily responsibilities. Close to half the children of married parents have lived through divorce by the time they reach age sixteen. The majority of American children have spent at least part of their childhood in a single-parent family. Compared with other countries, the United States has come to exhibit a kind of revolving-door pattern of repeated marriages and divorces, and of multiple attachments and disruptions, that is placing the development of children and adolescents at serious risk of long-term damage.

An additional strain on families is the diminished time that parents spend with their children. Not only are mothers at home much less than they were thirty years ago, but there is very little evidence that fathers are devoting more time to their children to compensate. Moreover, only about 5 percent of American children see a grandparent regularly. Children spend a vast amount of time during their years of most rapid growth and development gazing at the violence-drenched mixture of reality and fantasy presented by television. Young adolescents often lack the leadership, mentorship, and support of responsible, caring adults that they still need — and say they want.

With such dramatic shifts in the nature of family life, it is not surprising that surveys of public opinion indicate that American parents across all social classes are troubled about raising their children. Two-thirds of them report they are less willing than their own parents were to make sacrifices for the next generation.

A major consequence of this metamorphosis has been that children are becoming a responsibility shared by members of the family with other individuals and institutions. Just as the economic functions of the family moved out of the home early in the Industrial Revolution, so is child care to a large extent moving beyond the home. A child's development is less and less under parents' and grandparents' direct super-



vision and more and more in the hands of near strangers. The people who can meet the fundamental developmental needs of children and adolescents are still largely available within the young person's immediate or extended family. But other adults — health care providers, teachers, community and church workers, even business leaders — are increasingly being called upon to help provide the necessary conditions for healthy development.

#### THE CONDITIONS FOR FOSTERING HEALTHY DEVELOPMENT

A good start marks the beginning of hope. A poor start can leave an enduring legacy of impairment, and the high costs may show up in the various systems of health care, education, and juvenile justice. We call these impairments by many names: disease, disability, ignorance, incompetence, hatred, violence. By whatever name, such outcomes entail severe economic and social penalties for the nation.

During their earliest years of growth and development, children need dependable attachment to parents or other adult caregivers; they need protection, guidance, stimulation, nurturance, and skills to cope with adversity. Infants in particular need caregivers who can promote attachment and thereby instill the fundamentals of decent human relationships throughout the life span. Young adolescents, too, need to connect with people who can guide their momentous transition to adulthood with sensitivity and understanding.

In an ideal world, all children grow up in an intact, cohesive family, dependable in every crunch. They flourish in a multifaceted parent-child relationship with at least one parent who is consistently nurturing and loving and able to enjoy child rearing, teaching, and coping.

They inhabit a reasonably predictable adult environment that fosters gradual preparation for adult life. They have extended family members who are available to lend a hand. They are part of a supportive community or larger group beyond the family, whether it be a neighborhood, religious, ethnic, or political group.

Conditions such as these greatly enhance the odds that young people will pursue lifelong learning, acquire constructive skills, be in good health, develop valued human attributes, including prosocial behavior, and have a tangible basis for envisioning an attractive future in which they can recognize and seize opportunities.

Approximating these optimal conditions is an immense task for the parents or other caregiver in any family. For families struggling alone, the challenge is exceedingly difficult. Child raising takes time and care, protection and guidance, experimentation, and learning from experience. Above all, it is an enduring commitment — one that is fundamentally rewarding, if often frustrating.

The institutions beyond the family that have the greatest influence on child and adolescent development are the schools, community organizations including religious ones, health care institutions, and the media. Are there a few essential requirements for healthy development that most families can meet with the support of these pivotal institutions?

Within the scientific and professional communities, an important consensus has, in fact, emerged on ways that parents and others can cooperate in coping with the developmental needs of children and young adolescents. Evidence is accumulating that a range of preventive interventions involving frontline institutions can set a young person onto the paths toward healthy, constructive adulthood. Beginning with early and comprehensive prenatal care, these measures include well-baby medical care, empha-

sizing disease prevention and health promotion; home visits by human service professionals, especially in homes with very young children; parent education to strengthen competence and build close parent-child relationships; parent support networks that provide mutual aid in fostering health and education for their children and themselves; child care of high quality outside the home, especially in day care centers; preschool education, modeled on Head Start, that combines parental involvement with disease prevention and the stimulation of cognitive and social skills; and enhanced elementary education and middle grade education—education that is developmentally appropriate, that fosters fundamental skills, and that encourages good health practices.

Altogether, such opportunities have strong potential to prevent damage of many kinds as reflected in indices of health and education. A few selected interventions are highlighted below.

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#### PREVENTING DAMAGE IN THE EARLIEST YEARS

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##### PRENATAL CARE

**P**renatal care—now absent or inadequate for at least a quarter of pregnant American women—has a powerful capacity to prevent fetal damage, including brain damage, which can lead to so many tragic outcomes. At its best, prenatal care is a two-generation intervention that serves both children and parents, provides social supports, and incorporates vigorous efforts to reach young women early.

In addition to medical care for the mother and the developing fetus, an essential component of good-quality prenatal care is education of the parents. Prenatal education makes use of the distinctive motivation of the pregnant mother as well as the new father to strengthen their knowledge and skill in caring for themselves and their

prospective baby. In combination with social support services, which can link clients to job training and formal schooling, among other benefits, it can substantially improve prospects for the future of the young family.

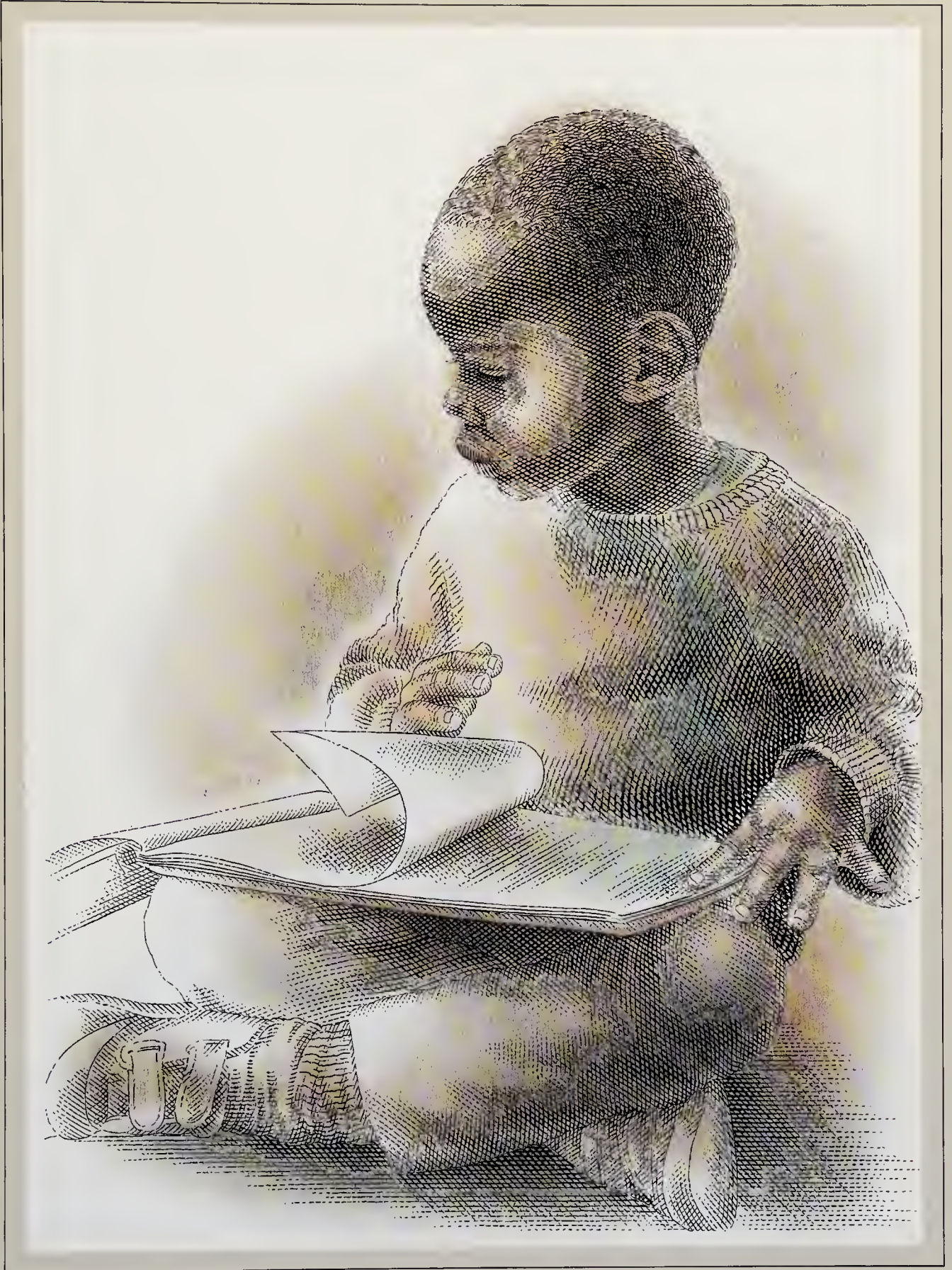
Especially in poor communities, young parents need a dependable person who can provide social support for health and education through the months of pregnancy and beyond. This can be organized as a systematic intervention drawing upon women who are from the community and who have relevant experiences in child rearing. When given a modicum of training and supervision, these women can offer personal support and practical guidance to poor young mothers.

##### CHILD CARE

As child rearing moves beyond the home, the quality of outside care becomes crucial. The vast majority of responsible parents are eager to ensure that such care facilitates their child's healthy development. The crucial factor in quality of care is the nature and behavior of the caregiver. Just as parents want a competent doctor to foster their child's health, so they desire a capable caregiver who can understand and meet their child's developmental needs. In practice, this is difficult to achieve, even for affluent parents.

With the surge in demand for child care, those trying to provide it have eagerly sought to develop competent caregivers. But even with the best of intentions, this field has been characterized by low pay, low respect, minimal training, minimal supervision, and extremely variable quality. Although most child care workers try very hard to do a decent job, the plain fact is that many of them do not stay in their positions very long, and this in itself puts a child's development in jeopardy. Especially in settings for young children, in which dependable long-term







caretaking relationships are essential, high staff turnover is all too common.

In 1994 the Corporation's task force report, *Starting Points*, underscored the importance of four basic approaches to meeting the needs of the youngest children: preparation for responsible parenthood; preventive health care; the enhanced quality and availability of child care — for example, through cooperative networks and professional training; and stronger community supports for families.

The report suggests ways of mobilizing intersectoral cooperation within communities toward the well-being of children — a difficult but not impossible task. Agents of change that can potentially cooperate include family-child resource centers; federal, state, and local councils for children; and educational institutions and businesses. Together they can assess specific needs and formulate ways of meeting them; seek ways to integrate educational, health, and social services in communities; and promote the direct involvement of local businesses, media organizations, and key professions in children's healthy development.

#### EARLY ADOLESCENCE: A TIME OF OPPORTUNITY AND RISK

**E**arly adolescence is one of the most striking developmental experiences in the entire life span. What does this transition mean? It means going beyond childhood toward the distant goal of becoming an adult. There is a chasm between these two great phases of life, and it takes a mighty leap to get across. How do our children learn to make the leap? What help do they need in making it? Who helps — or fails to help — in this risky process? Why do so many fall into the chasm, never making it to healthy, constructive, productive adult life?

It is a disturbing fact that about one quarter of our youth are at high risk for rotten futures

from educational failure, serious injury, disease, and economic incompetence. Another quarter are at moderate risk for such outcomes. Some of the risks, like the crashes of drunken driving, are rapidly translated into damage. Other risks are like a time bomb set in youth that explodes later, as in cancer and heart disease, which follow from risk-taking habits shaped in adolescence.

The Carnegie Council on Adolescent Development, formed in 1986, illuminated this sadly neglected but fateful phase of life, sounding a powerful alarm for the nation in its concluding report, *Great Transitions*. Most of the report describes practical measures that can feasibly be taken to prevent the damage now crippling so many lives.

The council was composed of leaders from different sectors of American society who drew together the most reliable information about adolescent development, focusing on health, education, and the social environment. It tackled serious adolescent problems by seeking preventive interventions based, to the extent possible, on systematic research and also on careful assessment of creative innovations.

The problems adolescents face are occurring across all segments of the youth population; no part of the society is exempt from the casualties. Among the more disquieting signs is the emergence in younger adolescents of very high-risk behaviors that were once associated with older groups: smoking, alcohol use, sexual activity, alienation from school, even involvement with deadly weapons.

Early adolescence is a time of profound biological transformation and social transition characterized by exploratory behavior, much of it adaptive and expected for this age group. But carried to extremes, and especially if it becomes habitual, such behavior can have lifelong consequences. Many dangerous patterns, in fact, commonly emerge during these years.

Initially, adolescents explore these new possibilities tentatively, with the experimental attitude that is typical of adolescence. Before damaging behavior is firmly established, therefore, there is a unique opportunity to prevent lifelong casualties.

What does it take to become a healthy, problem-solving, constructive adult? Young adolescents on an effective developmental path must

- ▶ Find a valued place in a constructive group.
- ▶ Learn how to form close, durable human relationships.
- ▶ Earn a sense of worth as a person.
- ▶ Achieve a reliable basis for making informed choices.
- ▶ Express constructive curiosity and exploratory behavior.
- ▶ Find ways of being useful to others.
- ▶ Believe in a promising future with real opportunities.
- ▶ Cultivate the inquiring and problem-solving habits of the mind necessary for life-long learning and adaptability.
- ▶ Learn to respect democratic values and responsible citizenship.
- ▶ Build a healthy lifestyle.

The work of the council has consistently addressed ways in which these requirements can be met by a conjunction of frontline institutions that powerfully shape adolescent development, for better and worse. They begin with the family but include schools, the health sector, community organizations, and the media. How can we move the balance of these influences from worse to better? The council's recommendations for each of these institutions are not utopian or hypothetical. Working models can be observed in some communities, a few of

which have been scrutinized by evaluative research. The challenge is to expand them to meet the nation's needs.

#### STRENGTHENING FAMILIES FOR ADOLESCENT DEVELOPMENT

Parental involvement in school activities declines steadily as children progress to middle school and later to high school. School personnel often discourage such involvement, and many parents consider it inappropriate after a child reaches middle school age, or they do not make the time. Schools should regard the families of students as allies and cultivate their support. Together with other community institutions, they can create parent support groups, parent education programs, and education for prospective parents. Parents, for their part, must recognize the need to remain actively engaged in their adolescents' education.

Additionally, employers, both public and private, can pursue more family-friendly policies for parents with young adolescents. Health professionals should also be more active in helping parents understand ways of renegotiating their relationship with their developing adolescent, so that they remain deeply interested and supportive while accepting more adult-to-adult modes.

#### CREATING DEVELOPMENTALLY APPROPRIATE SCHOOLS

Research has shown the value of developmentally appropriate education for children and young adolescents, which means that the content and process of learning should mesh with the interests and capacities of the child. Specifically, it means the creation of schools of small units, or schools within schools, which can offer sustained individual attention to the developing adolescent in the context of a supportive group. In such schools, students learn decent human relations



through the techniques of cooperative learning and supervised community service. Curiosity and thinking skills are stimulated through study of the life sciences. Education and health are linked, each nourishing the other.

The life sciences, emphasizing a distinctively human biology, can provide a salient organizing principle for middle grade education. These sciences can tap into the natural curiosity of young adolescents, who have good reason to be particularly interested in development since they are experiencing the early adolescent growth spurt. A curriculum focused on human biology should naturally include the scientific study of behavior, particularly behavior that bears strongly on health throughout the life span. Connected to life-skills training and social supports, courses in the life sciences can diminish the likelihood that a young person will engage in health-damaging behaviors.

#### SCHOOLS AS HEALTH-PROMOTING ENVIRONMENTS

Middle grade schools should provide clear examples of health-promoting behavior, means of social reinforcement for such behavior, and encouragement of healthful habits. They should clarify the nature of good nutrition in the classroom and serve well-balanced meals in the cafeteria. They should be smoke free and offer programs to help students and adults stop smoking. Demonstrating the effects of alcohol and illicit drugs on the brain and other organs should be an integral part of education and school practices.

Physical fitness should be a matter of pride for all in the school community. Opportunities for exercise and athletics should not be limited to varsity competition between different schools. Schools should join with parks and recreation departments to provide a variety of physical activities, so that every student can participate

actively.

Schools must be safe places. Stopping violence, drug dealing, and the carrying of weapons in and around schools are an urgent challenge. Nonviolent conflict resolution should become a vital part of curriculum and school practices. Indeed, the curriculum and school practices should be closely allied over the whole range of health-relevant behavior.

#### ENSURING ACCESS TO HEALTH SERVICES

There is a serious unmet need for accessible health care among young adolescents. Health clinics may be established at the schools or, if nearby, functionally connected with the school. Such services should be clearly recognizable to middle grade students and be user friendly. Local option is important in order to recognize and respect the diversity that exists among American communities. Though sexual behavior is controversial, reproductive health is a modest but significant part of adolescent health. This cannot be avoided in an era of AIDS and adolescent pregnancy.

It is essential to train health and education professionals with a thorough understanding of the developmental needs and behavior-related problems of adolescents. Historically, the relevant professions have skimmed in preparing for the specific needs and opportunities of this crucially formative phase.

#### LIFE-SKILLS TRAINING

Middle grade schools can provide their students with the knowledge and skills to make informed, deliberate decisions. Such information, combined with training in interpersonal skills and decision making, can help students resist pressure from peers or from the media; relieve distress without engaging in dangerous activity; learn how to make friends if they are isolated; and develop and use conflict resolution skills to avoid vio-



lence, yet assert themselves effectively. Such life skills are pertinent to a wide range of health-relevant behavior, especially to the prevention of smoking and other substance abuse in early adolescence.

#### SOCIAL SUPPORTS IN EARLY ADOLESCENCE

A variety of organizations and institutions can provide supplements or surrogates for parents, older siblings, and relatives. Across the country, there are many examples of such interventions. Some are based in churches, such as the initiatives of the Congress of National Black Churches; some are based in community organizations, like the Girls Clubs. Others involve youth service, like the Campus Compact based in colleges and universities; still others are based in minority organizations. The central point is that churches, schools, community organizations, and businesses can build constructive social support networks that attract disadvantaged youngsters. These networks can foster young people's health, their education, and their capacity to be accepted rather than rejected by the mainstream society and can offer them healthy alternatives to substance abuse and violent gang membership.

#### OPPORTUNITIES IN THE NONSCHOOL HOURS

Communities must seek to provide attractive, safe, growth-promoting settings for young adolescents during the out-of-school hours—times of high risk when parents are often not available to supervise their children. More than 17,000 national and local youth organizations, including those sponsored by religious groups, now operate in the United States, but they do not adequately serve the needs of this age group.

These organizations must now work to expand their reach to youth in all communities, offering more activities that convey information

about life chances, careers, and places beyond the neighborhood, and engaging them in community service and other constructive opportunities that foster education and health.

#### CONSTRUCTIVE POTENTIAL OF THE MEDIA

The undeniable power of the media could be used far more constructively than it is in the lives of young adolescents. Families, schools, and community organizations can help young people become "media literate" so they can examine media messages thoughtfully and critically. Public and professional organizations can work with media organizations in developing health-promoting programming and media campaigns for youth. Such organizations can support social actions that discourage the media from glamorizing violence and sex as well as drinking, smoking, and other drug use. Independent experts in child and adolescent development, health, and education can link up with news and entertainment leaders, striving for accurate, informative, and constructive portrayals of youth in the media.

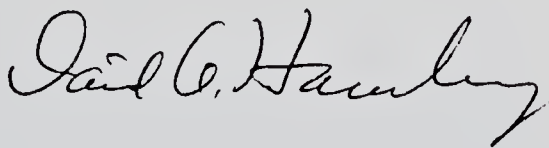
#### ADDITIONAL STEPS

In the final chapter of *Great Transitions*, the Carnegie Council challenges the powerful sectors of society with ideas for what they can do to implement the recommendations of the report. Government at all levels, businesses, universities, and scientific and professional organizations will in the end have to offer substantial, sustained help to the frontline institutions, or the casualties will keep increasing and the nation will suffer altogether. Most of the efforts sketched in this essay could be strengthened by changes in science policy that would place a high priority on research on adolescent development, on the risk factors associated with early adolescence, and on preventive interventions.

Those institutions that have a major shaping influence on the young — families, schools, the health sector, community organizations, and the media — must join forces in adapting to the transforming requirements of the late twentieth century. Much could be achieved in this vast, heterogeneous nation of ours if we thought of our entire population as a very large extended family, tied by history to a shared destiny and requiring a strong ethic of mutual aid. The central question is: Can we do better than we are doing now?

In the long run, the vitality of any society and its prospects for the future depend on the quality of its people — on their knowledge and skill, their health and vigor, and the decency of their human relations. Preventing much of the damage now occurring would, therefore, have powerfully beneficial social and economic impacts, resulting in a more effective work force, higher productivity, lowered health costs, lowered prison costs, and so much relief of human suffering!

In an era when there is well-founded concern about losing a vital sense of community, the initiatives sketched here can also have the profound collateral benefits of building national solidarity, a mutual-aid ethic, and a reasonable basis for hope among people of all ages. What can bring us together better than our children? If there were any mission more important, I wonder what it could be.



PRESIDENT

- <sup>1</sup> The Carnegie Task Force on Learning in the Primary Grades was created in January 1994 with a membership of twenty-three leaders in child development, education, business, government, and the media. It is cochaired by Dr. Shirley M. Malcom and Admiral James S. Watkins, both trustees of Carnegie Corporation. The executive director is Antony Ward.

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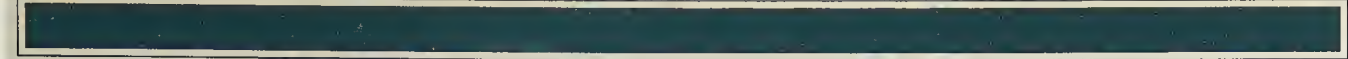




The Year  
in Review







In keeping with its mandate to promote “the advancement and diffusion of knowledge and understanding,” the Corporation makes grants for projects that are broadly educational in nature, though not necessarily concerned with the formal education system. Currently there are three major areas of concentration: Education and Healthy Development of Children and Youth, Preventing Deadly Conflict, and Strengthening Human Resources in Developing Countries. A fourth area, Special Projects, comprises grants that do not fit easily into these categories.

Descriptions of each program area and supported projects appear on pp. 27 through 127. Grants of \$25,000 or less are noted on pp. 56, 80, 110, and 126. A list of selected publications and nonprint materials resulting from grants and appropriations may be found on p. 129.

During the year 1994–95, the Corporation made 267 grants and nine appropriations for projects administered by the officers, totaling \$54,978,150. Forty-seven grants were made to twenty-five schools, colleges, and universities; 220 grants were made to 177 other organizations.

Of the nine appropriations, six were for programs of the Corporation:

The *Carnegie Task Force on Learning in the Primary Grades* is creating a rational framework for improving educational achievement. It will report in 1996.

The *Carnegie Commission on Preventing Deadly Conflict* is advancing new ideas and practical action toward the prevention and resolution of deadly strife.

The *Carnegie Task Force on Meeting the Needs of Young Children* (1991–93) identified the requirements for the healthy development of children under three. Follow-up work continues.

The 1995 concluding report of the *Carnegie Council on Adolescent Development* recommends

ways to ensure the healthy development of young adolescents. The *Middle Grade School State Policy Initiative*, resulting from the council’s work, awards grants to states to promote reforms in the education of this age group.

The *Carnegie Commission on Science, Technology, and Government* (1988–93) recommended changes in governments’ use of science and technology advances in their operations. Its reports continue to be disseminated.

## Grants and Appropriations





# Education and Healthy Development of Children and Youth

Over the past several decades, it has become evident that the educational performance of American children must improve dramatically to meet the challenges of a world economy and the demands of citizenship in the science-based and culturally diverse society of the late twentieth century. The greatest need is for improved education among disadvantaged minority students, who constitute a growing proportion of the student body in urban schools.

In an effort to deal with these challenges, the Corporation's program, Education and Healthy Development of Children and Youth, concentrates on two crucially formative periods in the life cycle: early childhood and early adolescence. In early childhood are laid the social and emotional, linguistic, and intellectual building blocks for later success. In early adolescence, the immense physical, social, and emotional changes that young people experience are a turning point for many. Both periods provide points of entry for preventing health and educational problems and for enhancing opportunity for learning.

In *early childhood and early grades*, grants are made to promote young children's healthy development, to improve the quality of child care and early education, and to ensure success in the transition from early childhood to the early grades. The Corporation is making grants to selected states and cities to develop and test promising strategies for implementing the major goals of *Starting Points*, the final report of the Carnegie Task Force on Meeting the Needs of Young Children. The

Carnegie Task Force on Learning in the Primary Grades is focusing on successful strategies and programs for young schoolchildren.

Under *young adolescents*, the foundation seeks to improve the educational achievement and reduce the health problems of adolescents. Many grants are following up the reports of the Carnegie Council on Adolescent Development, which directed sustained attention to the risks and opportunities of early adolescence. The council's final report, titled *Great Transitions*, was released in October 1995.

Two areas of the program focus on ways to make the education system more effective and to involve institutions outside school — families, media, religious and community organizations — in improving educational achievement. Under *science education*, the Corporation funds selected curricular reform projects and the dissemination of programs that encourage the study of science and mathematics among minority members and girls.

Under *education reform*, support is given to aspects of the movement to make the educational system more effective, especially for disadvantaged minorities. These aspects include attention to strengthening the education profession, to analysis of forms of school restructuring, to the potential of telecommunications, and to linkages between schools and other institutions.

In 1995–96, the Corporation will also award grants to study and apply ways of improving relations among children and youth from different racial, ethnic, and religious backgrounds.

**Carnegie Task Force on Meeting the Needs of Young Children**

c/o Carnegie Corporation of New York, 437  
Madison Avenue, New York, NY 10022

*One-year appropriation of \$175,000 administered by the officers of the Corporation*

In 1994 the Carnegie Task Force on Meeting the Needs of Young Children released its final report, *Starting Points: Meeting the Needs of Our Youngest Children*, at a national conference in Washington, D.C. The report called for action by all sectors of society to ensure the healthy development of children in the first three years of life. Julius B. Richmond, professor emeritus of health policy at Harvard University, and Eleanor E. Maccoby, professor of psychology at Stanford University, cochaired the task force.

To date, 50,000 copies of the full and abridged versions of the report have been distributed to the public, and state and local policymakers have begun using it to help guide planning for young children and families. Under this final appropriation, the Corporation held a meeting in November 1994 for policymakers, researchers, and representatives of nonprofit groups to discuss strategies for implementing one of the report's major recommendations: promotion of responsible parenthood. In addition, Corporation staff members made presentations to policymakers and business leaders and at meetings of professional and voluntary organizations. They also developed a Corporation initiative that is awarding grants to states and cities to adopt the main recommendations of *Starting Points*. Assisting in this effort was task force member Judith E. Jones, former director of the National Center for Children in Poverty and now a professor at Columbia University's School of Public Health.

**Columbia University**

School of Public Health, 154 Haven Avenue,  
New York, NY 10032

*Two-year grant of \$1,000,000 toward support of the National Center for Children in Poverty*

Nearly 25 percent of all young children in the United States are poor, a proportion far higher than exists in any other industrialized country. Hope for improving these children's circumstances can be found in a growing body of research and program experience assembled by the National Center for Children in Poverty. The center, established at Columbia University in 1987 with Corporation support, is led by developmental psychologist J. Lawrence Aber.

The focus of the center's work is on state and local programs and policies in early education, child and family health, and family and community support that hold promise for regional or national replication. The center assesses these initiatives and disseminates information about them to journalists, policymakers, advocates, and practitioners. It is now following up the recommendations of *Starting Points*, the Corporation's report on meeting the needs of children under three. In cooperation with the National Governors' Association, the center is producing an inventory of comprehensive programs for young children in all fifty states and offering technical assistance to selected states that are attempting to create similar programs. It is also working with the federal Head Start Bureau to devise linkages with community mental health and family support programs. The Corporation's grant joins core support and project assistance from other foundations.



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**National Governors' Association Center for Policy Research**

Hall of the States, 444 North Capitol Street,  
Washington, DC 20001-1572

*Fifteen-month grant of \$250,000 toward assistance to states in implementing policies that promote school readiness*

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**T**he Corporation's report, *Starting Points*, documents the distressing social, economic, and demographic trends that place many American families and their young children in jeopardy. Several governors are using the report as a framework for new programs that can reverse these trends and promote children's healthy early development and readiness for school. In 1994 Governor Howard Dean of Vermont, then the chair of the National Governors' Association, announced a Governors' Campaign for Children. Its goals are to increase public awareness of what is needed to prepare youngsters for school and for life; to reorganize health, child care, family support, and educational programs to focus on these needs; and to mobilize communities to act.

This grant allowed the association's Center for Policy Research to conduct the campaign under the direction of Linda McCart. Staff members profiled innovative strategies and disseminated research-based reports on ways for states to use existing resources to benefit young children. A June 1995 summit meeting, whose participants included President Clinton, governors, and state and local elected officials, drew further attention to state strategies to improve outcomes for young children.

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**Families and Work Institute**

330 Seventh Avenue, New York, NY 10001

*Eighteen-month grant of \$300,000 toward public education and technical assistance to businesses and policymakers on child care and on work and family issues*

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**E**stablished in 1989 and directed by Ellen Galinsky and Dana E. Friedman, the Families and Work Institute studies efforts by businesses, communities, and governments to help families balance work and child-rearing responsibilities. Corporation funds have enabled staff members to complete and disseminate research on the quality of family child care, in which providers care for several children in their home. A bibliography of family child care and work and family issues has been created from the institute's documents and will soon be available through the Internet.

Support for parents in nurturing their young children was a major recommendation of *Starting Points*. This recommendation was adopted by the institute, which has launched a public education campaign to strengthen intersectoral support for parents of young children. Galinsky has convened a scientific committee to advise the production of a nationally broadcast network television program on issues raised in *Starting Points*, to air in October 1996. The institute is holding seminars for state and local policymakers on financing and integrating services for young children and on building public support for improved family policies. Its business council will study ways that employers of low-wage workers can institute more family-friendly policies.

Additional support for the institute comes from the AT&T, Danforth, and A. L. Mailman foundations.

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**Columbia University**

School of Social Work, 622 West 118th Street, New York, NY 10027

*Eighteen-month grant of \$295,000 for research and seminars on the future of American family policy*

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**T**he congressional and state elections of 1994 prompted sharp public debates over the role of the United States government and its obligations to citizens. A shift to state and community initiatives and private sector solutions is now shaping the formation of this nation's social policy.

Sheila B. Kamerman and Alfred J. Kahn, codirectors of the Cross-National Studies Research Program at Columbia University, have been examining programs in Western Europe and Scandinavia that help working parents meet their responsibilities to their infants and young children. They have also estimated the costs of adapting some of the ideas to this country. With renewed Corporation support, Kamerman and Kahn are drawing on their experience to organize four seminars at which policymakers, researchers, and service providers will formulate strategies for strengthening U.S. family policies in the new context. Each seminar will cover a particular issue such as child health, welfare reform, nutrition assistance, and income support programs. Background papers will analyze the status of federal legislation and proposed executive and regulatory changes, the context for effective state and local responses, and best practices being tested in states and cities around the country. The deliberations will be synthesized and published in 1996 for dissemination to policymakers and program experts.

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**National Center for the Early Childhood Work Force**

733 Fifteenth Street, N.W., Suite 1037, Washington, DC 20005-2112

*Two-year grant of \$300,000 toward support*

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**T**he National Center for the Early Childhood Work Force, formerly called the Child Care Employee Project, is a research and advocacy organization that aims to improve both the skills and the job stability of child care workers. In 1989, with Corporation support, the center disseminated the results of its national child care staffing study, which linked child care providers' low pay, inadequate training, and high turnover to poor developmental outcomes for children. These findings and a more recent analysis have become important sources of data for researchers and policymakers.

Over the next two years, the center will complete two research projects: a survey of Head Start workers' salaries and training levels and a study of the impact that accreditation of a child care facility has on staff quality and compensation. It will also review state and local child care compensation initiatives around the nation. In addition to producing a biannual bulletin analyzing these initiatives, the center will issue a report on strategies for adopting higher-paying child care jobs on a wide scale. An annual synthesis of findings from recent research about the child care work force will be disseminated to policymakers, journalists, and representatives of early care and education groups.

The center's executive director is attorney Claudia Wayne. This grant renewing support joins funding from other foundations.



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**Wheelock College**

200 The Riverway, Boston, MA 02215-4176

*Two-year grant of \$325,000 toward support of the Center for Career Development in Early Care and Education*

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**I**n 1991 the Center for Career Development in Early Care and Education launched the first national survey of policies on staff training in child care and early education. The survey examined the regulations, training opportunities, and financial support that shape the preparation of early childhood caregivers. It resulted in a 1993 publication, *Making a Career of It*, which reported that states lack coordinated systems for training practitioners to work effectively with young children. The center, based at Wheelock College and led by Gwen Morgan and Andrea Genser, continues to produce periodic updates of this information. Findings are disseminated to policymakers, researchers, practitioners, and journalists.

Partners in Change is the center's five-year project aimed at helping states create career development systems for early childhood caregivers. In each of four states chosen from those that submitted proposals, policymakers, higher education leaders, and representatives of early childhood training organizations are collaborating in pursuit of three goals. These are: to design staff development that reduces turnover, to ensure that training translates to credits that apply to certificate and degree programs, and to improve licensing and funding policies. The center will prepare case studies for use by other states in planning enhanced early childhood career development programs. This renewal grant is joined by funding from other foundations.

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**Parents as Teachers National Center**

10176 Corporate Square Drive, St. Louis, MO 63132

*One-year grant of \$155,000 toward research on an early intervention program for disadvantaged families and young children*

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**P**arents as Teachers is the nation's most widely implemented parent education and support program. Its 1,500 sites in forty-four states and the District of Columbia are administered by school districts or nonprofit health, educational, or social service organizations. The program entails regular home visits to expectant parents and the parents of young children. Certified parent educators teach parents to be "their child's first teacher," and staff members screen children for problems and refer them to health and social services. The national office is directed by Mildred M. Winter.

Although the program attracts families of all income levels, most evaluations of its effectiveness have focused on middle-class families. Under this grant, the national center is collaborating with SRI International, a California-based research group, to plan a study of the program's impact on disadvantaged populations. The research team will design an evaluation of 600 low-income families, assessing the impact of participation in the program on children's development and on parents' use of community services. Local program staff will be trained in data collection and evaluation, and a monograph synthesizing research findings on similar initiatives will be prepared for policymakers and practitioners.

The program also receives support from the Ewing Marion Kauffman Foundation, the Danforth Foundation, and the Missouri Department of Elementary and Secondary Education.

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**Work & Family Resources**

15680 37th Street South, Afton, MN 55001

*Two-year grant of \$200,000 toward production of and educational outreach for a television series for parents of preschool children*

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In the past three decades, extended families have scattered, single parenthood has become more common, and the demands of work have grown. Being a parent is an increasingly lonely and difficult job. Although isolation and stress are most pronounced among families with young children that are poor or are headed by a single parent, the challenges are substantial for all families and among all income levels.

This grant supports the production of twelve segments of the first public television series developed for parents of preschool children, *Parenting Works!* Each half-hour program offers a forum in which parents share ideas and strategies about such concerns as nutrition, health and safety, readiness for school, discipline, and sibling relationships. The program's host provides child-rearing tips and gives referrals to local services that parents can call for additional help. Corporation funds are enabling expert consultants to prepare a companion book for parents and a resource kit for facilitators of parenting classes and support groups. Videotapes of individual programs will be made available to parents and educators for a nominal fee.

Directing the program is psychologist Patricia Libbey, who heads Work & Family Resources, a support and education program. Funding also comes from the U.S. Department of Health and Human Services, the Corporation for Public Broadcasting, the Charles Stewart Mott Foundation, and the General Mills Foundation.

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**Community Television of Southern California**

4401 Sunset Boulevard, Los Angeles, CA 90027

*One-year grant of \$300,000 toward evaluation and educational outreach for a television series on intergroup understanding and pro-social behavior for preschool children*

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**T**he *Puzzle Place* is the first educational television series explicitly aimed at developing children's self-esteem, prosocial behavior, and intergroup understanding. The half-hour program, which airs nationally each weekday, features a group of puppet characters who represent different cultures and backgrounds. They focus on such behaviors as telling the truth, being fair, taking responsibility, and cooperating with others. The program was created by Community Television of Southern California (KCET), a public broadcasting station, and Lancit Media Productions, a New York City-based company.

With this grant, a team headed by Stephen Kulczycki, senior vice president of KCET, and Cecily Truett, chief executive officer of Lancit, is creating and pilot testing educational materials describing the series and offering strategies for handling interpersonal problems. The materials will be prepared in English and Spanish and distributed to 500,000 parents nationwide through parent and community organizations, libraries, and Head Start programs. The team is also preparing a guide for home- and center-based day care providers that will suggest activities to reinforce the program's themes.

*The Puzzle Place* was developed with funding from the Corporation for Public Broadcasting and Southern California Edison Corporation.



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**Center on Budget and Policy Priorities**

777 North Capitol Street, N.E., Suite 705,  
Washington, DC 20002

*One-year grant of \$150,000 toward policy analyses and publications on federal and state health and nutrition programs for low-income mothers and young children*

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**I**n the past five years, significant progress has been made in extending health care and nutrition programs to low-income pregnant women and young children. These gains are due mainly to the expansion of two federal programs: Medicaid, which offers basic insurance coverage as well as preventive care, and the Women, Infants and Children (wic) program, which supplies a variety of nutritious foods. The U.S. Congress is cutting funds and shifting responsibility for both programs from the federal government to the states.

Since 1992 the Center on Budget and Policy Priorities has monitored the financial and administrative ability of states to develop effective programs for low-income families and children. This grant supports the center's efforts to preserve these families' access to quality health care and nutrition assistance. Under the direction of attorney Cynthia Mann, staff members will analyze the impact on women and children and pregnant women of the federal changes in Medicaid and wic, design alternative approaches, and disseminate resulting research papers to federal and state policymakers, representatives of nonprofit groups, and journalists. The center will work with state and local policymakers, advocates, and program administrators to identify approaches to limiting the costs of the two programs while maintaining high-quality, continuous care.

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**Carnegie Task Force on Learning in the Primary Grades**

c/o Carnegie Corporation of New York, 437  
Madison Avenue, New York, NY 10022

*One-year appropriation of \$461,500 administered by the officers of the Corporation*

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**T**he years from three to ten are a time when a firm foundation for later success is established. However, most elementary schools, especially those serving disadvantaged communities, rely on outmoded teaching methods that do not help children to acquire literacy, numeracy, and scientific skills or to learn how to think critically. In 1994 the Corporation created the Task Force on Learning in the Primary Grades, charged with improving learning and achievement in these years. The cochairs are Corporation trustees Shirley M. Malcom and James D. Watkins; the executive director is Antony Ward, an educator and anthropologist who founded Child Care, Inc., a nonprofit resource and referral agency in New York.

The task force's twenty-three members include experts on education and child development; leaders in business, government, and media; and teachers. They are examining the conditions for learning in the preschool and elementary years and will produce a report recommending ways to extend successful strategies and programs to all young children. Particular attention is being paid to out-of-school as well as classroom learning. The work is informed through meetings, consultations with additional experts, site visits, and commissioned papers.

The task force's activities will conclude with the release of a major report in fall 1996.

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**American Association for Higher Education**  
One Dupont Circle, Suite 360, Washington,  
DC 20036-1110

*Two-year grant of \$200,000 toward advocacy and public education on Title I of the Improving America's Schools Act of 1994, a federal elementary and secondary education program for disadvantaged students*

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**T**itle I of the Elementary and Secondary Education Act of 1965 is the largest federal education aid program for disadvantaged children. Since its enactment, the gap in reading scores between minority and white children has been cut nearly in half. However, less progress has been achieved in enabling all students to attain the higher-order knowledge and skills essential to meet the demands of a complex global economy.

In 1994 Congress reauthorized and overhauled the law. Among other changes, the program, now Title I of the Improving America's Schools Act, funds professional development for teachers and gives schools incentives to mandate high standards for learning. Influential in Congress's decision to reform the law was a 1992 report by the independent Commission on Chapter 1 (the name by which Title I was known between 1981 and 1994), which offered a framework for shifting the emphasis on remedial services for disadvantaged students to an emphasis on improved instruction for all students. Corporation funds enabled the American Association for Higher Education to disseminate the report to teachers, parents, and business leaders.

With this grant, the association, under the direction of senior manager Stephanie G. Robinson, is convening a coalition of national and local groups that will work together to ensure that Title I serves as a vehicle to improve education for children in poverty. Publications describing the new law will be produced for a wide audience.

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**Stanford University**  
School of Education, CERAS Building,  
Stanford, CA 94305

*Two-year grant of \$300,000 toward research and publications on federal education programs for limited-English-proficient children*

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**I**n 1992 a Corporation grant enabled Stanford University to establish a Working Group on Federal Education Programs for Limited-English-Proficient Children to reassess the effectiveness of bilingual education. The group, chaired by Kenji Hakuta, a professor of education at Stanford, consists of research scientists and members of advocacy and professional education groups.

The group's 1993 report, *A Blueprint for the Second Generation*, recommended that state and federal efforts on behalf of students whose English is limited because it is not their native language be part of systemic education reform activities. Several of the report's recommendations were incorporated in the Improving America's Schools Act of 1994. These include establishing as national priorities the recruitment of teachers who are well qualified to educate limited-English-proficient students and an increase in funding for programs that encourage all children to become proficient in two or more languages. Under this final grant, group members are continuing to present their recommendations at meetings of professional and advocacy organizations. They are also producing books and manuals to help state and local education officials implement the legislation's new provisions on bilingual education.

The working group has received support from private and public sources, including the U.S. Department of Education and the John D. and Catherine T. MacArthur Foundation.



**Carnegie Council on Adolescent Development**

2400 N Street, N.W., Sixth Floor,  
Washington, DC 20037-1153

*One-year appropriation of \$941,000 administered by the officers of the Corporation*

Since 1986, when the Corporation created the Carnegie Council on Adolescent Development, significant progress has been made in raising public awareness of the challenges and opportunities of early adolescence and in stimulating research interest in the age group from ten through fourteen. The council's work has contributed to this increased interest through reports recommending ways that schools and communities can better meet adolescents' needs and through meetings that have brought together scholars, educators, health professionals, and media representatives to discuss this neglected but crucial period. More than 650,000 copies of the council's publications have been distributed.

In 1994 and 1995, two international conferences on the education and health of young adolescents were held jointly with the Johann Jacobs Foundation of Switzerland. At its final meeting in October 1995, the council released its concluding report, *Great Transitions: Preparing Adolescents for a New Century*. The report calls on families, schools, youth-serving and health care organizations, and the media to adapt to changes in society in ways that meet the essential requirements for healthy adolescent development. The Corporation's president, David A. Hamburg, heads the twenty-seven-member council; Ruby Takanishi, a specialist in child development and social policy, is executive director.

**Middle Grade School State Policy Initiative**

c/o Carnegie Corporation of New York, 437  
Madison Avenue, New York, NY 10022

*One-year appropriation of \$1,000,000 administered by the officers of the Corporation*

The Middle Grade School State Policy Initiative is a program of competitive grants to states, aimed at promoting implementation of reforms in the education of young adolescents. The reforms were called for in the Carnegie Council on Adolescent Development's 1989 report, *Turning Points: Preparing American Youth for the 21st Century*.

This appropriation provided continued assistance to fifteen states, and to networks of schools within them, that received Corporation grants in 1991 and 1993 to implement changes in middle school organization and teaching and to assess progress. At the request of the Corporation, the Council of Chief State School Officers, a nationwide organization of the heads of elementary and secondary education in the fifty states, U.S. territories and possessions, and the District of Columbia, offers the grantees technical assistance. The council, headed by Gordon M. Ambach, also monitors and documents the states' activities and publishes materials on the initiative. Staff members organize conferences and interstate visits and consultations on shared problems.

Under the same appropriation, Robert D. Felner, director of the Center for Prevention Research and Development at the University of Illinois, assessed the impact of the reforms in seventy-five schools in all fifteen states. Changes in school practices over time were correlated with changes in academic and behavioral outcomes for students and in job satisfaction among school staff members.

**Middle Grade School State Policy Initiative**  
c/o Carnegie Corporation of New York, 437  
Madison Avenue, New York, NY 10022

*Twelve two-year grants toward implementa-  
tion of state policy reforms in middle grade  
education*

**University of Illinois**  
Center for Prevention Research and  
Development, 1002 West Nevada Street,  
Urbana, IL 61801

*Two-year grant of \$398,000 for research on  
the impact of adopting middle grade reforms*

**O**f the states receiving grants in 1991 and 1993 to conduct middle grade reforms in keeping with the recommendations of *Turning Points*, twelve have been awarded continuation grants. (One of the states, New York, has transferred responsibility for the work to a New York City-based project.) Among the criteria for support are attention to the needs of disadvantaged young adolescents, evidence of strong state and local commitment to reform, and coordination between reforming schools' plans for change and state plans for supporting the schools' work.

Colorado Department of Education	\$260,000
Connecticut State Department of Education	\$360,000
Delaware State Department of Public Instruction	\$230,000
Maryland State Department of Education	\$290,000
Massachusetts Department of Education	\$360,000
University of New Mexico	\$290,000
Fund for New York City Public Education	\$200,000
North Dakota Department of Public Instruction	\$290,000
Rhode Island Department of Elementary and Secondary Education	\$330,000
South Carolina Education Improvement Act Select Committee	\$330,000
Texas Education Agency	\$330,000
Vermont State Department of Education	\$360,000

**S**ince its release, *Turning Points* has served as a catalyst for widespread examination of middle grade school practices with respect to their ability to produce high-achieving, healthy young adolescents. In 1990 the Association of Illinois Middle Schools created Project Initiative Middle Level, originally a network of eleven middle grade schools that has since expanded to fifty-five. The association helps schools in the network plan and adopt changes recommended in *Turning Points*.

In 1992 the Center for Prevention Research and Development at the University of Illinois, directed by Robert D. Felner, received a Corporation grant to evaluate the process of implementing reforms in the fifty-five Illinois schools and measure the impact of the changes on students, teachers, administrators, and parents. Early results show that the reforms are linked to gains in sixth- and eighth-grade mathematics and reading scores on state-sponsored achievement tests and to reductions in students' feelings of stress, fewer behavioral problems, and students' greater perception of support from adults.

With renewed support, researchers at the center are continuing the study for two more years. Findings will be published in professional journals and presented at national conferences. The research complements the center's national evaluation of the impact of the reforms being implemented under the Corporation's Middle Grade School State Policy Initiative.



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**Los Angeles Educational Partnership**

315 West Ninth Street, Suite 1110, Los Angeles, CA 90015

*Fifteen-month grant of \$180,000 toward implementation of reforms in middle grade schools*

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**A**lthough thousands of schools nationwide are undertaking curricular and other changes, few attempts have been made to reform entire school districts. The Los Angeles Educational Alliance for Restructuring Now (LEARN) is one such effort. This districtwide reform program calls for basic changes in district policies and teaching practices in all 630 Los Angeles elementary and secondary schools by the year 2000. It was conceived in 1991 by the Los Angeles Unified School District, the teachers' union, and business and community leaders.

Under the program, schools adopting changes receive assistance from the Los Angeles Educational Partnership in planning comprehensive improvements. The partnership, an education fund working to upgrade the city's public schools, trains school committees to analyze academic performance, offers consultants to help teachers work toward change, and links LEARN schools to other city networks of teachers and administrators engaged in reform. A total of 192 schools now participate. The Corporation's grant is enabling the partnership to adapt the program to the needs of middle schools. Through meetings of its technical assistance field staff and faculty members from LEARN schools, partnership staff are assessing how the program can be improved to promote middle grade reform. Judy Johnson, director of programs at the partnership, coordinates the middle grade project, which is also supported by other foundations.

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**Boys & Girls Clubs of America**

1230 West Peachtree Street, N.W., Atlanta, GA 30309-3494

*Two-year grant of \$771,500 for implementation and evaluation of model education enhancement programs for young adolescents in public housing projects*

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**B**oys & Girls Clubs of America serves more than two million children and adolescents in the United States. At least half are members of minority groups, and two-thirds live below the poverty line. In 1987 the organization launched a plan to reach as many disadvantaged and at-risk young people as possible by establishing clubs in public housing projects. Of the more than 250 clubs now located in public housing, some feature "education enhancement" programs, which offer young people structured opportunities to read, do homework, engage in group discussions, participate in sports, and attend cultural events when they are not in school. The aim is to help them succeed academically despite their limiting circumstances.

This grant builds on prior Corporation support to Boys & Girls Clubs for planning the education enhancement programs. Five clubs that have both the traditional Boys & Girls Club program and the education enhancement model will be compared with ten other public housing sites: five that have a traditional club program only and five that have no club at all. Local graduate research assistants will survey youth, parents, housing development staff members, teachers, and police officers on such subjects as students' academic performance and neighborhood safety to determine the effects of the education enhancement program. Judith J. Carter, assistant national director for program services, is providing overall supervision to the project.

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**Academy for Educational Development**

1875 Connecticut Avenue, N.W., Washington,  
DC 20009-1202

*Eleven-month grant of \$100,700 toward a project on collaborations between schools and youth-serving organizations*

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**I**n 1990 the Academy for Educational Development established the Center for Youth Development and Policy Research. The center disseminates information about exemplary youth programs and practices and encourages communities to establish networks of support for adolescents. Richard Murphy is director.

Partnerships between schools and youth-serving organizations offer students opportunities to spend their nonschool hours productively and to select programs that fit their interests and improve their chances of success in school. Programs may be created in a school building or conducted in a freestanding organization. This grant enabled the center to strengthen the ability of schools to form such partnerships. Experts and practitioners in education and youth development visited youth programs based at schools to document the ways in which strong collaborations are taking place. They then identified strategies and prepared guides for strengthening existing partnerships and creating new ones. The guides will be field tested by three national organizations with practical experience in this area.

The Corporation's support supplemented funding by the Danforth Foundation.

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**Academy for Educational Development**

1875 Connecticut Avenue, N.W., Washington,  
DC 20009-1202

*Eighteen-month grant of \$399,300 for strengthening the capacity of intermediary organizations to promote youth development*

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**D**espite citizens' and politicians' calls for community responses to adolescent problems, the number of youth programs in the United States is inadequate to serve the growing number of young people who need them. National and local networks and coalitions of funders, policymakers, direct service providers, and advocates are now forming to help shape the climate of support for these programs. With this grant, the Center for Youth Development and Policy Research of the Academy for Educational Development is working with four such networks in developing their capacity to act as advocates and organizers of youth programs.

Support is being provided to two national organizations, the United Way and the Coalition of Community Foundations for Youth, and two local agencies, the Community Network for Youth Development in San Francisco and the Youth Development Institute of the Fund for the City of New York. Under the leadership of center director Richard Murphy, staff and board members of the groups are attending training workshops on youth-related issues and project development, identifying strategies for educating their members or constituents, and sharing information with each other. The groups will ultimately produce strategic plans, prepare materials for use by other intermediary organizations interested in focusing on youth issues, and serve as resources and technical advisors to similar organizations.



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**Montefiore Hospital and Medical Center**

Division of Adolescent Medicine, 111 East  
210th Street, Bronx, NY 10467

*Two-year grant of \$369,000 toward the  
School Health Policy Initiative*

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**H**ealth services offered in elementary, middle, and high schools or in facilities linked to schools can play a critical role in the healthy development of children and adolescents, especially those who lack health insurance and otherwise do not seek preventive care. Although more than 600 school-based and school-linked health centers exist in this country, funding is inadequate and standards of care are not well defined.

The School Health Policy Initiative organizes working groups of health and education professionals who develop standards for school health centers and make recommendations on their financing and management. The project, led by Christel Brellochs, was located at Columbia University's School of Public Health and is now at the Montefiore Hospital and Medical Center. This grant renews funding, joining support from the Ewing Marion Kauffman Foundation.

Because school health centers are not open at night or on weekends, students are often referred to other facilities, many of which operate under managed care plans. The 1995 working group meetings examined ways to resolve the financial and legal differences between student health centers and managed care facilities and improve coordination of care between the two kinds of services. Participants in 1996 are devising funding formulas for school health services that consider variations in resources and school enrollments and are working with community leaders to create new constituencies for these services.

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**National Center for Youth Law**

1447 Gray Bluff Trail, Chapel Hill, NC 27514

*Two-year grant of \$382,000 for a study of  
adolescents' access to health care under  
Medicaid, managed care, and health care  
reform, conducted with the National Health  
Law Program*

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**I**n recent years, states have begun attempting to control health care costs by implementing managed care systems. Little is known about how adolescents eligible for Medicaid are served under managed care.

This grant supports an analysis by two public interest groups — the National Center for Youth Law and the National Health Law Program — of the emerging legal framework for the delivery of health services to adolescents. Through a literature review and interviews with health care administrators in states with large numbers of enrollees in managed care plans, attorneys Abigail English and Jane Perkins plan to obtain information on adolescents' health and access to health care. They will also review relevant Medicaid and health reform statutes. Attorneys expert in adolescent and child health will refine a draft of the project's final report, tentatively titled *Adolescent Health Care in Transition: An Advocate's Guide to Medicaid, Managed Care, and Health Reform*. The report will be distributed to governors, state legislators, health care providers, and advocates.

English is based at the University of North Carolina at Chapel Hill, where she teaches health policy and health care law.



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**Education Development Center**  
55 Chapel Street, Newton, MA 02160

*Two-year grant of \$260,000 toward research and publication on injuries among children and adolescents at school*

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Injuries are the major cause of health problems and death among children in the United States. Yet the issue of childhood injury has not received the attention it deserves from the public, school health administrators, or public health and medical practitioners. Beginning in 1986, the Corporation awarded several grants to develop, synthesize, and publicize information on injuries to young people. One of these resulted in the book, *Saving Children: A Guide to Injury Prevention* (Oxford University Press, 1991). A grant to the Education Development Center assisted an analysis of data on school-related injuries in twenty-eight states. The study found that many school officials do not acknowledge injury as a problem, that schools are not uniformly required to report injuries, and that existing health education guidelines are vague on safety education.

This grant renewing support is enabling the center to prepare and disseminate a handbook on preventing injuries in schools. The guide will be written for school administrators, teachers, nurses, and directors of building operations and security. In addition to specifying the extent, consequences, and costs of school injuries, it will propose a uniform reporting system and suggest ways of integrating injury prevention into other school programs, including health services and physical education. Susan S. Gallagher, who conducted the earlier data analysis, is directing the effort.

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**National Coalition of Hispanic Health and Human Services Organizations**  
1501 Sixteenth Street, N.W., Washington, DC 20036

*Fifteen-month grant of \$227,000 for a policy initiative on the health and well-being of Hispanic youth*

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Health policies and services for young people in the United States tend not to take into consideration the unique needs of specific racial and ethnic populations, because research knowledge about them may be inadequate. The health status of adolescents of different Hispanic origins, for example, is not well understood, and special efforts to address their problems are lacking.

The National Coalition of Hispanic Health and Human Services Organizations, better known by its Spanish-language acronym *COSSMHO*, is a membership association of more than 1,200 individuals and groups. Under the direction of president and chief executive officer Jane L. Delgado, it conducts research, operates demonstration programs, and provides technical assistance and policy analyses to Hispanic community organizations. This grant enabled *COSSMHO* to establish pilot regional centers in Colorado and Massachusetts to collect data on different subgroups of Hispanic adolescents. Eight topics were covered: pregnancy, sexually transmitted diseases, substance abuse, mental health, incidence of violence, access to medical care, access to insurance, and demographics. Each center also identified the kinds of programs available to Hispanic youth in the region and assessed how well these young people were being served.

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**Center on Addiction and Substance Abuse**

152 West 57th Street, New York, NY 10019

*Eighteen-month grant of \$500,000 toward support*

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Since its founding in 1992, the Center on Addiction and Substance Abuse at Columbia University has become a national resource in the fight against the use and abuse of alcohol, cigarettes, and illegal drugs in the United States. With renewed funding, the center is continuing to highlight the corrosive social and economic effects of these drugs on society. It is completing an analysis of the costs of substance abuse to the nation's health care system and studying the link between substance abuse and other high-risk behaviors, with a focus on sexually transmitted diseases. A new initiative is a national commission on substance abuse in high schools, modeled on the center's Commission on Substance Abuse at Colleges and Universities.

Corporation funds are also enabling the center to continue to develop and evaluate model prevention and treatment programs. In collaboration with the Federal National Mortgage Association, the center has designed a five-site demonstration program to provide substance abuse treatment services in subsidized housing projects. Its Children at Risk demonstration project, launched in six cities nationwide, provides an array of social services to troubled eleven- to thirteen-year-olds and their families living in poor neighborhoods.

The center, directed by health policy expert Joseph A. Califano, Jr., also receives core support from corporations and other foundations.

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**The Carter Center**

One Copenhill, 453 Freedom Parkway,  
Atlanta, GA 30307

*Two-year grant of \$400,000 toward a program on guns as a health risk to children and adolescents*

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Firearm-related deaths and injuries are at an all-time high among young people in the United States. There is a growing realization that guns in the hands of children are not only a criminal justice issue but a public health concern. New strategies to address the problem focus on prevention and build on communitywide health promotion models such as immunization.

This grant supports Not Even One, a comprehensive public health initiative launched by the Carter Center in partnership with the Centers for Disease Control and Prevention and Emory University's School of Public Health. The goals are to promote scientific research on children and firearms and foster a national movement around the problem of gun violence. In each of three metropolitan areas (Atlanta, Los Angeles, and Albuquerque/Santa Fe), community action teams of parents, religious leaders, and other private citizens have been organized. Joining with representatives of the academic, criminal justice, government, and voluntary sectors, the teams use public health principles to investigate every homicide, suicide, or accident involving the death of a child by gunfire.

From their investigations, the teams are expected to illuminate the risk factors for childhood death from firearms, guide the design of community interventions, and prompt local, state, and national strategies. Directing the program is Carter Center fellow William H. Foege, an international leader in public health.



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**Vera Institute of Justice**

377 Broadway, New York, NY 10013

*Two-year grant of \$200,000 toward an ethnographic study of violence by and toward adolescents*

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**I**n the United States, much of the increase in violence against and by children and youth now takes place in and around schools. Many schools are installing metal detectors and introducing conflict resolution and mediation programs. These strategies, however, do not address some of the root causes of violence. Nor are they informed by data on the contexts of school violence and how students handle threats to their safety.

This grant supports a study of adolescent violence in New York City by the Vera Institute of Justice, a research organization. The goal is to determine the attitudes of adolescents toward violence, how they attempt to stay safe, what social supports are available to them, and whether fear of violence makes them likely to victimize others. A team of graduate students is monitoring a sample of students in grades seven through twelve from three schools. The researchers are administering standard psychological tests to the students, observing them at school, and accompanying them as they walk to school and to other sites in the neighborhood. They are also interviewing parents, teachers, principals, school security and police officers, community leaders, and youth service providers. The findings will be used to improve the design and evaluation of violence prevention programs for schools.

Senior research fellow Mercer L. Sullivan is directing the study, which also receives support from the William T. Grant Foundation.

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**Advocates for Youth**

3733 Motor Avenue, Suite 204, Los Angeles, CA 90034

*Two-year grant of \$200,000 toward projects concerned with the electronic media and adolescent sexuality*

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**A**merican adolescents today are more likely than their predecessors even a decade ago to have sex and to have it at an early age. Although the research literature does not offer precise documentation, it is clear that today's adolescents are forming many of their attitudes about sexuality from television and other electronic media, including films, video, and radio.

Since 1985 Advocates for Youth, formerly known as the Center for Population Options, has received Corporation funding for its media education project. The project, which is based in Hollywood and directed by Jennifer A. Daves, aims to stimulate responsible, accurate programming about adolescent development, sexuality, and family planning by the entertainment industry. This final grant supports the project's media advisory service and its informational series.

The media advisory service offers technical assistance and information to writers, producers, directors, and network and studio executives. Through its informational series — meetings, panel discussions, and presentations on selected topics — the project links media representatives with health professionals and other experts on adolescent issues. Planning is under way for two seminars in 1995, one on ways to provide positive influences on urban youth and the other on preventing early sexual activity. Support also comes from foundations, the Centers for Disease Control and Prevention, and the County of Los Angeles.



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**WNYC Foundation**

One Centre Street, New York, NY 10007

*One-year grant of \$200,000 toward production and educational outreach for In the Mix, a national public television series for teenagers*

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**S**ince it premiered in 1993, *In the Mix*, the half-hour public television program for teenagers, has attained a weekly audience of 500,000. Consisting of news and consumer segments interspersed with music videos, the program has received praise from teachers, religious leaders, and adolescents themselves for its educational and entertainment value. It was produced by WNYC-TV in New York City.

This renewal grant supports the development of twenty new episodes and two single-theme specials on topics including relationships with parents, physical fitness, ways of avoiding violent situations, and career planning. Together with episodes from earlier seasons, the new season will bring the total number of programs to fifty-two, the number necessary to implement a common broadcast practice of airing a series daily on weekdays. Tapes of the most effective program segments, along with discussion guides, will be distributed to 5,000 educators and representatives of youth organizations, who will use them to stimulate discussions in small-group settings.

Funding also comes from other foundations and the Corporation for Public Broadcasting. At the time this grant was made, WNYC comprised the WNYC Foundation and the WNYC Communications Group. Since then, WNYC-TV has been sold. Future episodes of *In the Mix* will be produced by Thirteen/WNET, New York's other public television station.

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**Carnegie Corporation of New York**

437 Madison Avenue, New York, NY 10022

*Three-month appropriation of \$58,500 for media education projects on adolescent development and on minority children's health*

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**T**he Scientists' Institute for Public Information (SIPI) offered journalists a range of services designed to increase their understanding of the critical science issues of the day. One service, a program of seminars for journalists on child and adolescent development, received Corporation support beginning in 1986. In 1990 SIPI turned its attention to minority children's health and to such issues such as teenage pregnancy and youth violence. In 1994 severe cash flow problems led SIPI to suspend all operations.

This appropriation marked the end of the Corporation's sole sponsorship of the child health and development program. Project director Margi Trapani and assistant director Debbie Fabian collaborated with the Public Television Outreach Alliance, which has participated in the Public Broadcasting Service's national campaign to reduce youth violence, and furnished technical assistance to associations of minority journalists. Trapani also conferred with directors of organizations that expressed interest in creating an affiliation for the program.

### American Association for the Advancement of Science

1333 H Street, N.W., Washington, DC 20005

*Three-year grant of \$750,000 toward a national project to reformulate the content of elementary and secondary education in science, mathematics, and technology*

In 1985 the American Association for the Advancement of Science launched Project 2061, an effort to reform science education from kindergarten through high school. In the project's first phase, scholars in the physical, biological, health, social, and behavioral sciences and in mathematics, engineering, and technology analyzed the state of knowledge and education in these fields and drew conclusions about what all students should know and be able to do by the time they reach adulthood. The second phase focused on developing benchmarks, or learning goals, for each age group and curricular models to test the ideas in six pilot sites in the United States. The project's two publications — *Science for All Americans* and *Benchmarks for Science Literacy* — are being used by reform groups as they formulate national science education standards and create new instructional materials. F. James Rutherford is director.

This grant supports the project's third phase, which is to build support for nationwide reform among policymakers, the public, and educators and scientists and develop tools to help school districts create their own curricula according to the recommendations of the original panel and the benchmarks. Other funders include the Andrew W. Mellon and John D. and Catherine T. MacArthur foundations, the Pew Charitable Trusts, the National Science Foundation, the U.S. Department of Education, and International Business Machines.

### American Association for the Advancement of Science

1333 H Street, N.W., Washington, DC 20005

*Two-year grant of \$300,000 for technical assistance to states to ensure equity in science and mathematics education reform*

Efforts to reform the nation's schools are particularly focused on science and mathematics. Yet many educators and policymakers are concerned that the benefits of these reforms will not be felt equitably by all students. Evidence abounds that low-income, minority, and inner-city students lack access to high-quality science and math education.

With Corporation support since 1993, the American Association for the Advancement of Science (AAAS) has developed a program that works with state departments of education to design strategies for increasing at-risk students' opportunities to learn science and math. Now operating in Florida, Michigan, and South Dakota, the program, known as Science Education Reform for All, offers technical and planning assistance. It also works to incorporate attention to equity into existing professional development programs for teachers.

With renewed support, staff members led by Yolanda S. George, AAAS program director for education and human resources, are preparing two guidebooks for distribution to the nation's education leaders. The first one will summarize research and recent federal legislation on math and science education equity issues and present case studies from the three states and examples of exemplary teaching and learning strategies. The second guidebook will assess efforts by schools and districts to adopt science and math education reforms in professional development and in curricula and instruction.



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**Mathematical Association of America**

1529 Eighteenth Street, N.W., Washington,  
DC 20036

*Two-year grant of \$376,400 toward intervention projects in mathematics for minority students in middle and high school*

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**M**athematics courses have been shown to be "gatekeepers" to college. Yet many non-Asian minority students are placed in nonacademic tracks in middle school and so are not qualified to take high school college-track math courses. As a result, they tend to be excluded from careers in science, technology, and business.

The Mathematical Association of America represents 30,000 college and university mathematics teachers. In 1991 the Corporation helped it launch SUMMA (Strengthening Underrepresented Minority Mathematics Achievement), through which math instructors offer tutorials, mentoring, and other kinds of academic support for minority students in elementary, secondary, and higher education. It operates programs in thirty-two states under the direction of William A. Hawkins, Jr., a professor of mathematics on leave from the University of the District of Columbia.

With Corporation support, the association has awarded grants to forty-nine colleges and universities to plan middle grade and high school summer and academic-year projects and has helped establish long-term funding for planning grant recipients. More than 900 minority students have participated. This grant supports additional planning grants, with a special focus on programs for Latino and Native American students. Funding also comes from the National Science Foundation.

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**Scholastic Productions**

740 Broadway, New York, NY 10003

*One-year grant of \$300,000 toward production of a television series about science for elementary school children*

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**I**n the United States, few teachers in the lower grades are trained in science, and the subject is not a central part of the school curriculum. As a result, young children receive little science instruction in school.

*The Magic School Bus*, a weekly half-hour science television series for children based on the successful Scholastic book series of that name, aims to introduce children to basic topics and motivate them to further study. It is targeted mainly to ages six through nine but has entertainment and educational appeal for a broader age range. The animated series premiered in 1994. It features a school bus that can shrink to the size of a cell, rocket into space, or travel into the eye of a hurricane, transporting children to areas where they can explore facts and concepts. Initial episodes focused on sound, motion, the solar system, germs, and the food chain. Executive producers Jane Startz and Alison Blank are planning thirty-nine programs over three seasons.

Scholastic Productions is working to attract more girls and members of minority groups as viewers and give them encouragement in science education. In addition to distributing free viewer's guides and related materials to schools and to public television stations, it is working with science museums and youth-serving groups to develop programs based on the series. The Corporation's renewal grant joins funding from Microsoft Corporation and the U.S. Department of Energy.



**Stanford University**

Program in Human Biology, Building 80,  
Inner Quad, Stanford, CA 94305-2160

*Nine-month grant of \$174,000 toward development of a curriculum in human biology for the middle grades and teacher training materials*

In the United States, many students, including disproportionately large numbers of girls and members of minority groups, take few science courses beyond those that are required in the middle and early high school grades. These courses often emphasize the memorization of hundreds of facts and bear little relationship to students' own curiosity about themselves and the world or to their learning capabilities.

In 1987 the Corporation made a grant to Stanford University to develop a human biology curriculum for the middle grades that would stimulate the interest of adolescents in science and at the same time help them understand and deal with the biological, social, and behavioral changes they face at this age. The two-year curriculum focuses on the human organism and includes information about adolescent development, social psychology, physiology, evolution, genetics, and environmental sciences. Major grants from the National Science Foundation and the Corporation have supported the development and testing of curricular units and the training of teachers, while a grant from the U.S. Public Health Service has funded the preparation of related multimedia materials for middle school classrooms. Molecular biologist Mary L. Kiely is project director.

This grant enabled middle grade teachers and Stanford faculty members and graduate students to prepare the twenty-two-unit curriculum for publication.

**National Board for Professional Teaching Standards**

300 River Place, Suite 3600, Detroit, MI  
48207

*One-year grant of \$1,000,000 toward support*

The National Board for Professional Teaching Standards was created by the Corporation in 1987 to implement the recommendations of a task force of the Carnegie Forum on Education and the Economy, which produced the report, *A Nation Prepared: Teachers for the 21st Century*. The board is charged with setting standards for excellence in teaching in different fields and with developing a voluntary system to assess advanced teachers regarding their mastery of subject matter, their understanding of child and adolescent development, and their ability to work with children and parents from various cultural groups. Plans are to offer certificates in thirty-three fields defined by developmental level and subject area, including special certificates for work with students with limited English proficiency and students with disabilities. The first certificate was awarded in January 1995.

The board, led by president James A. Kelly and chair James B. Hunt, Jr., governor of North Carolina, has garnered strong support from governors, members of Congress, business leaders, and education associations. Most recently, it has attempted to mobilize public support through media coverage, advertising, exhibits at professional conferences, print materials for selected audiences, and forums for educators. This renewal grant joins funding from corporations, other foundations, and the federal government. Income from candidates' fees is expected to support most of the board's operations by 1997.

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**Council of Chief State School Officers**

One Massachusetts Avenue, N.W., Suite 700,  
Washington, DC 20001-1431

*Two-year grant of \$450,000 toward support  
of the Interstate New Teacher Assessment and  
Support Consortium*

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**T**he need to restructure and improve the nation's schools to meet the demands of a knowledge-based society is redefining the mission of schooling and the work of teaching. As a result, the processes of training and certifying teachers are being reexamined and redesigned.

The Interstate New Teacher Assessment and Support Consortium was established in 1987 to help states better assess, license, and support new teachers. Thirty-nine states, the two largest teachers' unions, and national education organizations participate in the consortium, which is affiliated with the Council of Chief State School Officers. The consortium's first major activity was to develop a model set of standards for beginning teachers. Unlike most current state requirements for teacher licensure, which focus on courses completed, the standards describe what novice teachers should know and be able to do. Thirteen states have adopted or adapted the standards to guide their licensing of new teachers and approval of teacher education programs, and eight more are considering doing so.

With Corporation funds, the consortium, directed by M. Jean Miller, has translated the performance standards into licensing standards for mathematics and English. The current grant supports work in two more areas: elementary grades instruction and science. Other funders are enabling the consortium to develop licensing standards in the arts, history and social studies, and special education.

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**National Council for Accreditation of  
Teacher Education**

1020 Massachusetts Avenue, N.W., Suite  
200, Washington, DC 20036-1023

*Two-year grant of \$350,000 toward a national  
system of teacher education accreditation*

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**U**nlike practitioners in most professions, who must graduate from a nationally accredited professional school in order to receive a license to practice, teachers may obtain a state license if they have graduated from any teacher education institution, regardless of its quality or whether it is accredited. Recently, though, states and accrediting agencies have been under pressure to create strict standards for awarding a teaching license.

The National Council for Accreditation of Teacher Education, a coalition of twenty-eight national professional groups representing teachers, school specialists, and state and local policymakers, sets standards for teacher education. In 1988 the council, led by Arthur E. Wise, redesigned and upgraded its standards in an effort to ensure accountability in teacher preparation. With Corporation funds, it used the new standards to assess 500 schools that it had accredited earlier.

The council is now working with its member organizations that specialize in content areas such as English, social studies, and science to revise standards for teacher preparation and promote their incorporation into state policy. It is also trying to create a consensus in fifteen states among teachers, teacher educators, and policymakers on the need for a system of accreditation, licensing, and advanced certification to enforce teaching standards. The results of these efforts will be reported as recommendations to state legislatures, state education boards, and the public.



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**Recruiting New Teachers**

385 Concord Avenue, Suite 100, Belmont,  
MA 02178

*Two-year grant of \$350,000 toward outreach  
and response programs and evaluation activities*

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**O**ver the next ten years, the United States will need to recruit two million new teachers in order to replace a rapidly aging workforce and accommodate increases in student enrollment. Especially needed are teachers of African American, Hispanic, Asian, and Native American descent, who make up a much smaller percentage of teachers than of the student population.

Recruiting New Teachers, led by David Haselkorn, was established in 1986 to enhance the public's respect for the teaching profession and expand the pool of prospective teachers. Its public service advertising campaign has generated nearly a million inquiries from prospective teachers, one-third of them members of minority groups. Respondents receive printed materials and are referred to appropriate teachers colleges, school districts, and state and local educational agencies. More than one-fourth of those who responded during 1988–92 were subsequently hired as teachers, and another one-third applied for a teaching job.

This grant, which joins funding from the DeWitt Wallace–Reader's Digest Fund, the Ford Foundation, and the Pew Charitable Trusts, is enabling the organization to continue its advertising campaign, which now includes a series of Spanish-language announcements. A handbook, *Careers in Teaching*, is being reprinted and distributed to urban schools and community-based organizations. Staff members are also evaluating the program's effectiveness in several cities.

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**National Academy of Education**

School of Education, Stanford University,  
CERAS Building 507-G, Stanford, CA  
94305-3084

*Three-year grant of \$100,000 toward a  
Commission on the Improvement of  
Educational Research*

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**E**ducational research—the systematic study of teaching and learning and the conditions that shape both—is moving into settings where education actually occurs: classrooms, after-school programs, and the workplace. As this happens, the perspectives and techniques of such disciplines as anthropology and linguistics are being applied, and statistical study is giving way to qualitative methods and narrative reporting.

This grant supports an appraisal of these and other changes and their implications for education reform. Conducting the work is the Commission on the Improvement of Educational Research, created in 1994 by the National Academy of Education. The commission's work is organized around three areas: current thinking about the purpose of public education; changes in the disciplines that offer educational scholars tested knowledge about teaching, learning, and human development; and institutions and media that support and disseminate the results of educational research. A final report to be issued in 1997 will recommend ways to improve educational research and will establish frameworks for judging its quality. Commission members Ellen Condliffe Lagemann, director of the Center for the Study of American Culture and Education at New York University, and Lee S. Shulman, professor of education and psychology at Stanford University, will write the report. Copies will be distributed to members of professional associations, policymakers, and journalists.



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**University of Maryland**

College of Education, 3119 Benjamin  
Building, College Park, MD 20742-1121

*Two-year grant of \$190,000 for synthesis and dissemination of knowledge about multicultural education*

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**A**s this nation's population becomes more diverse both racially and ethnically, a growing number of programs labeled "multicultural" are being implemented. However, there is no reliable source of information on effective practices that teachers could adopt as they attempt to respond to students' varying backgrounds and cultures. This grant is enabling Willis D. Hawley, dean of the College of Education at the University of Maryland, College Park, and James A. Banks, director of the Center for Multicultural Education at the University of Washington, to supply such information.

Hawley and Banks are coordinating the study of four aspects of multicultural education: the inclusion of information and examples from a variety of cultures; the teaching of how the generation of knowledge is affected by scholars' racial, ethnic, and social characteristics; the use of techniques that draw on students' experiences and beliefs; and the restructuring of schools to respond to students' backgrounds and cultures. Syntheses of research in these areas will be obtained, and project staff members will review the literature on existing programs and practices. An interdisciplinary panel of scholars will use the information to create practical guidelines for teaching diverse student populations. The guidelines will be disseminated on a computer diskette, in a book, and through the Internet by the Common Destiny Alliance, a coalition of thirty-three organizations working to direct national attention to interethnic and interracial relations.

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**National Writing Project Corporation**

c/o School of Education, University of  
California, Berkeley, CA 94720

*Two-year grant of \$75,000 toward long-range planning activities*

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**T**he National Writing Project, directed by Richard Sterling, is a collaborative professional development program aimed at improving the teaching and learning of writing in the nation's classrooms from kindergarten through college. Founded in 1973 at the University of California, Berkeley, it now operates in 158 sites in forty-three states, where it has trained more than 80,000 public school teachers in summer institutes and workshops held during the school year. In 1991 the project became a not-for-profit corporation with its own board of directors.

This grant joins funding from public and private sources to support an assessment of the program and the preparation of a strategic plan. Through surveys of project directors, teachers, school administrators, parents, and students, two outside research and evaluation organizations will collect baseline data on demographics, changes in classroom practice, and staff development. Program staff members will supplement this information with site visits and focus groups to determine why some projects are more effective than others. The National Writing Project Task Force, which consists of twenty project directors from a variety of settings, will work with program staff members to formulate a long-range plan for technical assistance, particularly to sites in low-income and minority communities. The assessment and the plan will be disseminated to each project and to the U.S. Department of Education.

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**Committee for Economic Development**

477 Madison Avenue, New York, NY 10022

*Forty-two-month grant of \$300,000 toward a project on school-to-work transitions*

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**I**n the United States, 50 percent of all high school students do not go on to college. In contrast to the experience of youths in other industrialized nations, they receive little vocational, technical, or professional education and lack the basic skills that would prepare them for work. Among the consequences of this neglect are diminished individual expectations and a national workforce that is unable to compete successfully in the global economy.

The Committee for Economic Development is a national educational and research organization whose 250 trustees are corporate and university leaders. With this grant, it is conducting a project on school-to-work transitions. Members of its Subcommittee on American Workers and Economic Change will compile an inventory of initiatives that prepare non-college-bound youths for work and determine what is and is not effective in such programs. They will also study five cities or states, combining research on local economic conditions, labor markets, and school-to-work programs with the experiences of employers and educators dealing with young people. From the assessment and the case studies, they will recommend ways to help business leaders and policymakers improve the transition of the nation's young people from school to the workplace.

Economist Anthony P. Carnevale, the committee's director of human resource studies, heads the project, which has also been supported by the AT&T Foundation and the General Electric Fund.

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**Quality Education for Minorities Network**

1818 N Street, N.W., Suite 350, Washington, DC 20036

*One-year grant of \$700,000 toward support*

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**T**he aim of the Quality Education for Minorities (QEM) Network is to improve the education of American Indians, Alaskan Natives, African Americans, Mexican Americans, and Puerto Ricans — groups historically undereducated in the United States. Shirley M. McBay is president.

Among QEM's current activities are efforts to improve the professional development of minority math and science teachers. Under its auspices, deans of education and chairs of math and science departments have discussed ways of preparing more teachers who can meet state and national certification requirements, use advanced technology for instruction, and teach students with diverse math and science backgrounds. In addition, it has launched a program to train 100 minority teachers at six universities and at QEM to become leaders in reforming science education in their states.

Continuing its concentration on community outreach, QEM has created seven community service centers on minority campuses located near public housing through which students offer families tutoring, mentoring, and health education. It plans next to create a youth and parent leadership corps in the neighborhoods and an electronic mentoring network that would connect young people in the housing projects with professionals throughout the state.

This renewal grant joined support from private and public sources.



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**University of California**

Puente High School Pilot Program, 300  
Lakeside Drive, Oakland, CA 94612-3550

*Twenty-six-month grant of \$265,000 for evaluation of a writing, mentoring, and academic counseling program for Hispanic high school students*

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**T**he Puente project, based at the University of California, was founded in 1981 to help Hispanic students successfully transfer from community colleges to four-year institutions. Instruction in writing is offered, as are mentoring and academic counseling, with the goal of enhancing young people's academic skills and their motivation to graduate from college.

Puente also runs a pilot program, now operating in eleven urban schools in California, that aims to increase the number of Hispanic high school students who earn college degrees. Ninth and tenth graders representing a mix of academic achievement levels participate. Each school is served by an English teacher, a counselor, and a liaison to the community who recruits and trains Hispanic professionals to serve as mentors. Parents are encouraged to attend special seminars and to take part in their children's education and career planning.

This grant supports an evaluation of the high school program. Supplementing the collection of data on students' attendance and retention in school, grade point average, and college enrollment will be three case studies assessing how Puente functions within the school and the community. The program, which is codirected by Patricia McGrath and Felix Galaviz, also receives support from the DeWitt Wallace-Reader's Digest Fund, the Pew Charitable Trusts, and the Edward W. Hazen and Hitachi foundations.

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**Prichard Committee for Academic Excellence**

P.O. Box 1658, Lexington, KY 40592-1658

*Two-year grant of \$200,000 toward overseeing implementation of the Kentucky Education Reform Act of 1990*

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**T**he Prichard Committee for Academic Excellence, led by Robert F. Sexton, was created in 1983 by concerned citizens in Kentucky to encourage and monitor education reform in the state. The committee's activities helped lead to passage of the Kentucky Education Reform Act of 1990, which provides for long-term systemic change in the way the state's schools educate children and necessitated a substantial tax increase to pay for new programs. The legislation emphasizes educational outcomes. It mandates universal preschool education, an ungraded primary program through the third grade, and the establishment of centers providing health and social services in or near schools with high concentrations of poor children.

With support from the Corporation in 1990, the committee has worked to ensure that the reforms prescribed in the legislation reach the state's classrooms. Under this final grant, the committee is educating the public about the reform act, establishing volunteer community committees, and training parents to participate in school councils. Two task forces will consider possible modifications to reform and will examine the effect of the length of the school year and the school day on the time available to teachers for professional development.

Other funders include the Annie E. Casey and BellSouth foundations, United Parcel Service, Inc., Ashland Oil, Inc., and Humana, Inc., in Kentucky.



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**Fund for New York City Public Education**

96 Morton Street, New York, NY 10014

*Two-year grant of \$300,000 toward the New York Networks for School Renewal*

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**Education Writers Association**

1331 H Street, N.W., Suite 307,  
Washington, DC 20036

*Two-year grant of \$180,000 for seminars for reporters on critical issues in education*

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**I**n response to a challenge grant from the Annenberg Foundation, a coalition of four New York City educational organizations has created the New York Networks for School Renewal. The aim is to rebuild the city's public school system around small, autonomous schools that afford students a sense of community and a personalized learning environment.

Over the next five years, the coalition, headed by Douglas H. White, will create or restructure 100 small elementary, middle, and high schools. Many will be newly established; others will be carved from existing large schools. As part of the process, the coalition is developing independent networks of support, allowing the new schools to learn from each other and hold each other accountable for fiscal integrity, equity, and student outcomes. The schools will remain New York City public schools but will have greater autonomy than other city schools in making decisions about budgets, staffing, schedules, graduation requirements, and education standards for children with disabilities and limited English proficiency. The schools and the networks are expected to serve as a model for education reform that can be adopted throughout New York and in other cities.

The Fund for New York City Public Education, one of the four sponsoring organizations, is the fiscal agent for this grant. The coalition is also funded by corporations and other foundations.

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**M**uch of the public's knowledge about education comes from newspapers, magazines, television, and radio. For education reform to receive popular support, reporters, editors, and publishers need to understand complex issues and report them objectively. Prior Corporation funding enabled the Education Writers Association, led by Lisa Walker, to hold a series of regional seminars for journalists on critical issues in education.

With renewed support, the association is conducting two sets of seminars. The first group, on efforts to reform American education, will cover topics including federal programs, state policy changes, national and state curricular standards and assessment measures, school financing, and career development for teachers. The second group of seminars will address broader issues involving children and youth, organized around critical life stages. Early childhood seminars will focus on such issues as cognitive development and the relative effects of in-home and out-of-home child care. Middle childhood topics will include parents' relationship with school and the corollary between children's economic status and school performance; those on adolescence will include risks to healthy development and the transition to work.

The seminars will be held in conjunction with major press organizations' annual conferences. Background papers will be disseminated to reporters who are unable to attend.

**The Aspen Institute**

1333 New Hampshire Avenue, N.W., Suite  
1070, Washington, DC 20036

*One-year grant of \$383,000 for a public policy project to promote the well-being of children*

The Aspen Institute's Children's Policy Forum brings together Republican and Democratic members of Congress with scholars and practitioners to examine the problems of America's children and youth. Its dinner meetings and an annual retreat are designed to develop a well-informed core group of legislators who can exercise an effective role in shaping public policy for children. The 1994 meetings and retreat covered four subjects: *Starting Points*, the report of the Carnegie Task Force on Meeting the Needs of Young Children; the impact of proposed welfare reforms on children; adolescent health; and youth violence. Former U.S. senator Dick Clark, director of the institute's Congressional Program, heads the forum.

This grant supported the 1995 annual retreat and four dinner meetings. The retreat, on the subject of responsible parenthood, focused on parent education and support programs, the demands of balancing paid work and childrearing, and the role of government and the private sector in supporting families.

The forum was launched in 1989 through a Corporation grant to Florida State University and operated under the auspices of the Urban Institute between 1990 and 1993. It receives guidance from an advisory committee and senior consultants knowledgeable about policy issues and the healthy development of children.

**The Carter Center**

One Copenhill, 453 Freedom Parkway,  
Atlanta, GA 30307

*One-year grant of \$125,000 for a conference on urban renewal*

The Atlanta Project aims to help disadvantaged residents of that city find solutions to their problems in obtaining good housing, education, and health care and in dealing with high crime rates. The project enlists business, government, and the voluntary sector as active partners in that effort. Its experiences formed the basis for the America Project, launched in 1994 to help communities in other cities across the nation improve their quality of life. A domestic program of the Carter Center, the America Project advances comprehensive approaches to urban renewal and promotes mutual support between national organizations and cities engaged in grassroots antipoverty efforts.

This grant supported a two-day conference in December 1995 to share the lessons learned by the America Project and focus on innovative urban renewal projects nationwide. Representatives of the projects discussed crosscutting issues such as the development of partnerships with business and the strengths and weaknesses of traditional grassroots community organizing. Former president Jimmy Carter joined a discussion of the successes and failures of the Atlanta Project.

America Project staff members led by program director Dan Sweat are now working with communities engaged in comprehensive urban renewal to help them exchange information. A database is being created to monitor approaches to common problems, and a report synthesizing findings from the conference will be widely disseminated.



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**University of Chicago**

Center for the Study of Urban Equality, 1155  
60th Street, Chicago, IL 60637

*Three-year grant of \$375,000 for research on  
the effects of community revitalization and  
welfare on the well-being of children*

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**T**he Center for the Study of Urban Equality at the University of Chicago brings together scholars, policymakers, and community and business leaders to formulate innovative public policies to stem the deterioration of urban areas. This grant supports two of the center's projects focusing on inner-city families.

The first study is an assessment of the impact of community development and revitalization on the well-being of children in three poor Chicago neighborhoods. Researchers led by developmental psychologist P. Lindsay Chase-Lansdale will survey families about how they make decisions to take advantage of available programs and other neighborhood resources. The work is expected to explain how community revitalization affects mothers' and grandmothers' aspirations for themselves and their children and improves families' lives.

In the second project, sociologist Susan E. Mayer is analyzing previously collected national data to determine whether increased welfare benefits significantly improve children's well-being. After classifying welfare recipients according to the level of benefits offered by their state of residence, she is comparing short- and long-term outcomes for their children. Among the measures being used are young children's cognitive test scores and behavior, teenagers' likelihood of dropping out of school and having children, and young adults' educational attainment and labor force participation.

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**New York Academy of Medicine**

1216 Fifth Avenue, New York, NY  
10029-5293

*Two-year grant of \$400,000 toward develop-  
ment of a center for urban epidemiologic studies*

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**H**ealth problems tend to appear earlier and in greater numbers in New York City than in other urban areas. Its children are hospitalized for asthma twice as frequently as children in the United States as a whole, and it accounts for almost a third of the pediatric AIDS cases and 20 percent of the adolescent AIDS cases in the nation. Yet detailed knowledge about the patterns of these and other diseases in the city is lacking. No single institution among New York's medical centers has the necessary financing or expertise to obtain such information, without which effective interventions cannot be developed.

The New York Academy of Medicine is creating a Center for Urban Epidemiologic Studies that will bring together seven academic medical centers, Columbia University's School of Public Health, and the city's Department of Health to conduct collaborative studies with a particular focus on improving the health of disadvantaged families and young people. Topics include the correlation between adolescent girls' nutrition and the birthweight of their infants, the precursors of adolescent violence and addictions, and the relative effectiveness of AIDS prevention strategies. It is expected that the research results will be generalizable to other cities and that the center, headed by Stuart Bondurant, will serve as a model for developing similar consortia across the nation.

This grant joins funding from corporations and other foundations.



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### American Forum

National Press Building, 529 Fourteenth Street, N.W., Suite 1250, Washington, DC 20045

*Two-year grant of \$180,000 toward the production and dissemination in the South of media packets on public policy issues affecting children and families*

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**T**he American Forum was established in 1981 to stimulate informed discussion of public issues and educate the public about strategies for improving the quality of life in the southern part of the United States. Directed by Denice Zeck, the forum carries out its work through volunteer state editorial boards, which consist of academics, community activists, journalists, and business leaders.

The editorial boards, which now operate in twelve southern states, meet monthly or quarterly in order to identify topics and select authors to write research-based articles about them. Forum staff members edit and format the articles and distribute them to newspapers and radio and television stations for use as guest editorials or public service announcements. Packets containing the articles in their different formats and information on the authors and the names of other local experts on the issues are sent to the forum's media outlets in the state.

With renewed Corporation support, the forum is producing fifty-four media packets and developing an electronic communications bulletin board for distributing new and previously published articles to the media. The bulletin board will also allow the forum to provide an on-line referral service, linking reporters to experts on children and family issues.

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### Center for Media Education

1511 K Street, N.W., Suite 518, Washington, DC 20005

*Two-year grant of \$400,000 toward public education and advocacy on behalf of children's interests in the electronic media*

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**T**he Center for Media Education monitors the quality of electronic media for children and works to ensure that children's interests receive attention in the debate over public regulation of media systems. An earlier Corporation grant supported the center's promotion of compliance with the Children's Television Act of 1990. That law increased the hours of children's programs that stations must broadcast in order to meet the informational and educational requirements of licensing. It also limited the number of minutes sold to advertisers during children's programs.

With renewed funding, the center is establishing the Children and the Information Superhighway Project, codirected by Jeffrey A. Chester and Kathryn C. Montgomery. Two networks are being created: a children's media policy network of education, consumer, child advocacy, and civil rights groups and a research network of scholars and policy experts in mass communications, child development, computer science, and marketing. The first network will track telecommunications policy and disseminate information to constituents and the general public. The second will identify safeguards for children in the emerging interactive media environment and report other countries' experiences in ensuring educational content in children's media. The center will disseminate reports generated by both networks, supplementing its on-line information service and its quarterly bulletin on media policies affecting children.

**American Council of Learned Societies**

228 East 45th Street, New York, NY  
10017-3398

*One-year grant of \$60,000 toward a study by Richard D. Heffner of self-regulation in the media in America*

With the proliferation of cable television, video, and video games, entertainment that is violent or sexual in content is flooding into homes and is increasingly accessible to children, many of whom spend long periods at home alone while their parents work. The situation is generating growing concern among parents and in Congress, and there have been calls for further regulation, rating systems, and even censorship.

In the early 1970s, the motion picture industry responded to strong criticism of the violent and sexual content of its films by creating a voluntary film rating system—the Classification and Rating Administration. The purpose was to give parents the information and guidance they needed in selecting films suitable for their children. This system of content classification, by differentiating audiences, deflected the threat of censorship. Richard D. Heffner, a historian, communications analyst, and professor of communications and public policy at Rutgers University, chaired the rating system for twenty years. He is drawing on this experience to write a book analyzing the accomplishments and failures of rating systems and assessing the potential of different types of media self-regulation, with a view to creating a balance that will preserve freedom of expression while also protecting children.

The grant is administered by the American Council of Learned Societies, an organization devoted to the advancement of the humanities.

*American Public Welfare Association*, Washington, DC

Toward seminars for newly appointed state human service officials, \$25,000

*University of Arizona, Tucson*, Tucson, AZ

For planning an evaluation of a project to improve student achievement through education reform and community change, \$25,000

*Judge David L. Bazelon Center for Mental Health Law*, Washington, DC

Toward a newsletter on behalf of developmentally vulnerable young children, \$25,000

*Carnegie Corporation of New York*, New York, NY  
For dissemination of the book, *Abandoned in the Wasteland: Children, Television, and the First Amendment*, \$20,000

*Center for Collaborative Education*, New York, NY  
Toward a meeting to assess a language and literacy development program for children in preschool and elementary school, \$25,000

*Center for Media Literacy*, Los Angeles, CA  
Toward completion of curricular materials on the impact of media violence, \$25,000

*Consortium for Oceanographic Research and Education*, Washington, DC

Toward development of a teacher training program to complement a traveling exhibition on oceanography, \$25,000

*Drug Strategies*, Washington, DC

For reprinting a report on national drug policies, \$25,000

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*Editorial Projects in Education*, Washington, DC  
Toward developing capacity in electronic publishing and dissemination, \$25,000

*Far West Laboratory for Educational Research and Development*, San Francisco, CA  
Toward an evaluation of a training program for infant and toddler caregivers, \$25,000

*Hawaii Medical Association*, Honolulu, HI  
Toward a meeting on professional development for caregivers of young children, \$25,000

*National Academy of Education*, Stanford, CA  
Toward publication and dissemination of the report of the study group on standards-based education reform, \$13,700

*National Academy of Sciences*, Washington, DC  
Toward dissemination of a study of preventing unintended and high-risk pregnancy, \$25,000

*National Academy of Sciences*, Washington, DC  
Toward a workshop on data needs for federal family leave policy, \$25,000

*National Academy of Social Insurance*, Washington, DC  
For planning projects on children's health care and on paid parental leave, \$25,000

*National Governors' Association*, Washington, DC  
Toward a film for state policymakers on meeting the needs of young children, \$25,000

*National Head Start Association*, Alexandria, VA  
Toward a project to promote excellence in Head Start programs for disadvantaged preschool children, \$25,000

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*Ohio State University*, Columbus, OH  
Toward research and writing on school reform, \$23,000

*Public Agenda Foundation*, New York, NY  
Toward research on teacher attitudes toward education reform, \$25,000

*Task Force on Children Out of School*, Boston, MA  
Toward advocacy for school reform on behalf of children with disabilities, \$25,000

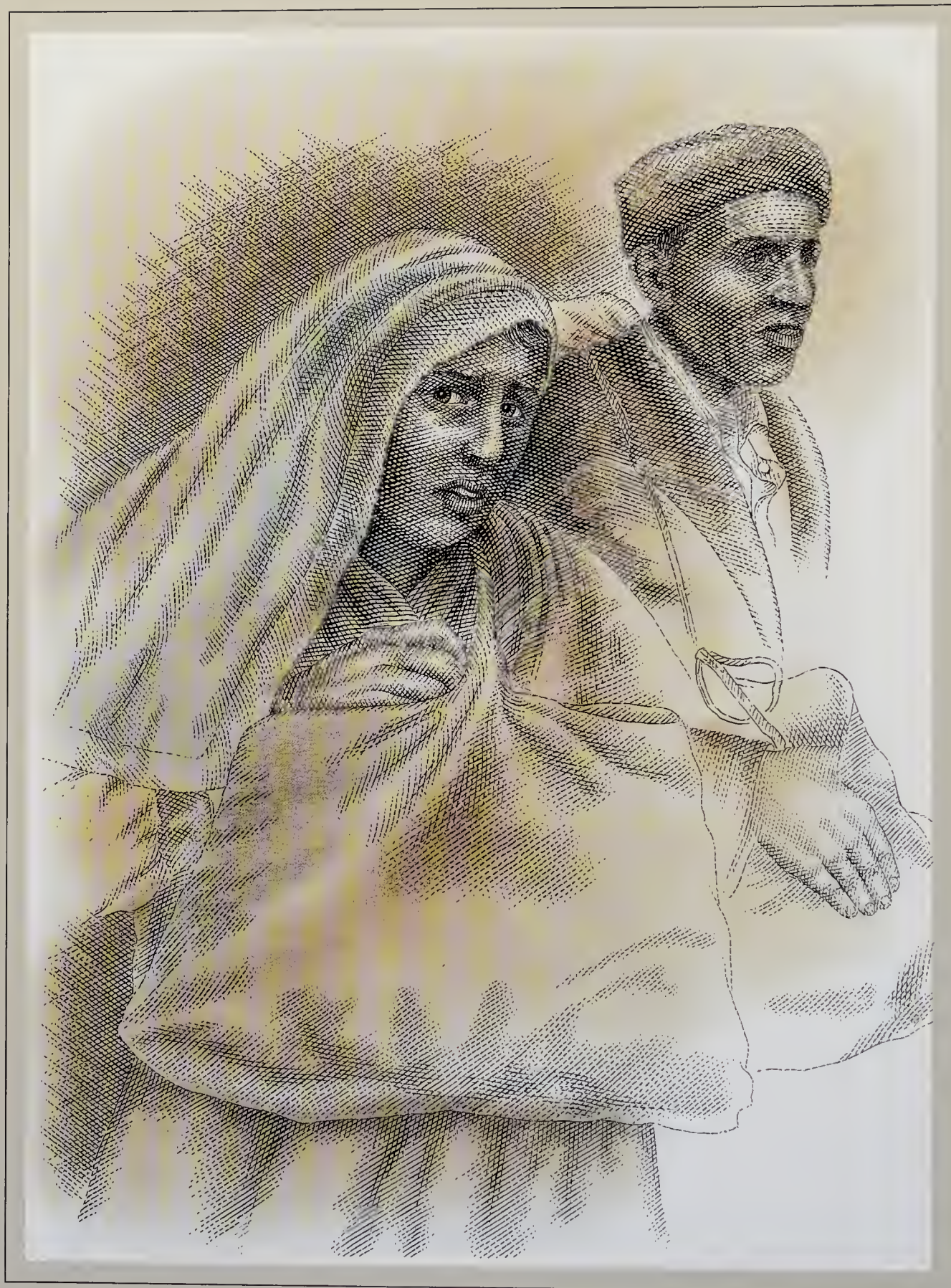
*Teach for America*, New York, NY  
Toward support, \$25,000

*The Tides Foundation*, San Francisco, CA  
Toward the dissemination of *America's Children & The Information Superhighway*, a report of the Children's Partnership, \$25,000

*The Tides Foundation*, San Francisco, CA  
Toward a conference of the National Assembly on School-Based Health Care, \$25,000

*Woodrow Wilson International Center for Scholars*, Washington, DC  
Toward planning its program on health, values, and public policy, \$25,000







# Preventing Deadly Conflict

In the post-Cold War world, ethnic, nationalist, religious, and territorial enmities both within and between states present new and formidable challenges to nations and to multilateral institutions. Deadly conflict can occur in a wide range of circumstances, including those where the hatreds and fears of groups are exploited in violent ways by political opportunists and those where the potential for uncontrolled possession of nuclear, chemical, and biological weapons menaces the lives of millions.

Under its program on Preventing Deadly Conflict, the Corporation supports independent research and discussion among scholars, policymakers, and informed members of the public to examine the interstate and intrastate conflicts of the post-Cold War era and to advance ideas for their prevention and more rapid resolution in the future. Fundamental issues include the origins of conflicts, the conditions that prevent or encourage their deadly outbreak, the conflicts that are most likely to escalate into violence, and the functional requirements for an effective system of prevention. This work is carried out under the subprogram, *preventing mass intergroup violence*, in close cooperation with the Carnegie Commission on Preventing Deadly Conflict, an operating program of the foundation.

The Corporation continues to examine ways of *strengthening democratic institutions* in the former Soviet Union and Eastern Europe, where especially ominous threats to international stability loom in the regions' ethnic and nationalist con-

flicts. Support is given to creating and undergirding democratic institutions, building elements of a civil society in the former Soviet bloc, and rendering Western responses more effective against the threat of disintegration or internal destabilization in the new democracies.

The Corporation's subprogram on *cooperative security and nonproliferation* supports research and the interaction of scholars and policymakers toward developing a new international security strategy based on principles of cooperation rather than competition, integration rather than isolation, and transparency rather than secrecy. A primary emphasis is placed on the exploration of prospects for more robust efforts by the United States and other nations to curb the proliferation of advanced weaponry and weapons technology that threaten to raise the stakes dangerously in regional or intrastate conflicts.

**Carnegie Commission on Preventing Deadly Conflict**

c/o Carnegie Corporation of New York, 2400 N Street, N.W., Sixth Floor, Washington, DC 20037-1153

*One-year appropriation of \$1,519,250 administered by the officers of the Corporation*

Approximately seventy actual or emerging ethnic, nationalist, territorial, and religious conflicts exist throughout the world today. In their intensity and number, these conflicts have the potential to threaten world peace and have left international organizations struggling to find effective ways of responding.

To advance new ideas toward the prevention and resolution of deadly strife, the Corporation in 1994 established the Carnegie Commission on Preventing Deadly Conflict. Over a three-year period, the commission members — sixteen international scholars and policy practitioners — are pursuing three principal avenues of inquiry. They are analyzing the main causes of deadly interstate and intrastate conflicts and the circumstances that foster or deter their outbreak, identifying the requirements for designing and implementing an effective system of nonviolent problem solving, and considering how the international players in conflict prevention might play a stronger role. Their final report is expected to serve as a guide to preventive policies and actions at national, regional, and international levels.

Corporation president David A. Hamburg and former U.S. secretary of state Cyrus R. Vance cochair the commission. Political scientist Jane E. Holl is executive director. This appropriation supported the commission during 1994–95.

**Council on Foreign Relations**

58 East 68th Street, New York, NY 10021

*Eighteen-month grant of \$600,000 toward support for the Center for Preventive Action*

The Center for Preventive Action was established by the Council on Foreign Relations in 1994 toward the goal of creating an environment conducive to resolving overlooked but dangerous disputes before they escalate. The center will communicate with protagonists in specific conflicts, introduce ideas on approaches to resolving existing problems, provide informal support to mediators on request, and help the United States public understand the issues involved. Political scientist Barnett R. Rubin is director.

Over the next two years, an advisory group, working with center staff members, will choose six disputes as the focus of systematic preventive efforts. Six- to eight-member teams of scholars, legislators, and religious, business, and labor leaders will visit the areas of conflict and meet with disputants and official mediators. They will examine possible terms of a settlement for each dispute and methods of bringing about such a settlement. Their conclusions will be used to brief mediators from the U.S. government and the United Nations and other individuals and organizations that could take steps to resolve the conflicts or prevent them from spreading.

Staff members at the center will analyze the teams' experiences and communicate their findings through books, articles, and briefings. The center plans to build a library of works on specific disputes, conflict resolution, and prevention. This grant is joined by funding from other foundations.



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**National Academy of Sciences**

National Research Council, 2101 Constitution Avenue, Washington, DC 20418

*Two-year grant of \$450,000 toward a study of conflict resolution in international relations*

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**I**n 1994, with Corporation support, the National Research Council, the operating arm of the National Academy of Sciences, held a meeting to plan a conflict resolution project at the academy. Participants, who included academics and foreign policy practitioners, recommended that the project first focus on the existing theory and practice of conflict resolution and the extent to which current knowledge remains relevant.

Issues being examined under the direction of Paul C. Stern, principal staff officer of the council's Commission on Behavioral and Social Sciences and Education, include deterrence and coercive diplomacy, negotiation, confidence-building measures, mediation, economic sanctions, and peacekeeping. Project investigators will explore these topics through theoretical work, case studies, problem-solving workshops, and simulation. Three crosscutting issues will guide the research: ways that post-Cold War conditions call into question the lessons of the previous era; the differential impact of unilateral, bilateral, and multilateral actions; and effective combinations and phasing of conflict resolution strategies. The results will be presented in publications for scholars and policy practitioners.

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**The American Assembly, Columbia University**

475 Riverside Drive, New York, NY 10115-0456

*One-year grant of \$100,000 toward a program on U.S. foreign policy and the United Nations system*

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**E**thnic and nationalist conflicts present formidable challenges to regional and international organizations as they contemplate an unfamiliar and generally unwelcome role in mediating internal conflicts. Prominent among these players is the United Nations, which is called on to intervene in calamities that are not addressed in its charter.

Under this grant, the American Assembly, a nonpartisan public affairs forum led by Daniel A. Sharp, sponsored a three-day meeting in April 1995 on the comparative advantages and disadvantages of working through the U.N. and through other multilateral institutions to advance U.S. interests. They also considered issues of peacemaking, nonproliferation, conflict prevention, humanitarian assistance, sustainable development, and human rights. Background papers and the participants' recommendations have been incorporated in *United States Foreign Policy and the United Nations System* (W. W. Norton), edited by program codirectors Charles William Maynes and Richard S. Williamson. Maynes was assistant secretary of state for international organization affairs in the Carter administration, and Williamson held that position in the Reagan administration.

The assembly was established in 1950 at Columbia University by Dwight D. Eisenhower during his presidency there. The Corporation's support is supplemented by funding from individuals and other foundations.

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**Australian National University**  
Canberra ACT 0200, Australia

*One-year grant of \$88,000 for a study of the United Nations role in conflict resolution and prevention*

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**I**n his 1992 report, *An Agenda for Peace*, United Nations Secretary General Boutros Boutros-Ghali identified four strategies for averting and resolving intergroup conflict: preventive diplomacy, peacemaking, peacekeeping, and peacebuilding. Of these strategies, peacebuilding, which concentrates on preemptive attention to potential causes of instability, has received the least attention.

This grant supports a two-part project by the Australian National University and its Centre for International and Public Law on the United Nations' role in conflict resolution and prevention. Researchers led by Philip Alston, professor of law and director of the center, will interview senior U.N. officials in Geneva and New York; government, diplomatic, and academic experts; and representatives of nongovernmental organizations.

The first study, an exploration of peacebuilding as a long-term preventive strategy that embraces both security and equitable development, will result in recommendations for action within the United Nations system and beyond. In the second study, the research team is focusing on institutional reforms that need to occur if the U.N. is to engage in peacebuilding. Among the changes being considered are a higher profile for peacebuilding in the U.N. system, new training opportunities for specialists in peacebuilding, and the establishment of independent sources of financing for peacebuilding initiatives.

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**United Nations Association of the United States of America**

485 Fifth Avenue, New York, NY 10017-6107

*Twenty-month grant of \$350,000 toward a project to promote international dialogue on the enforcement of Security Council resolutions*

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**U**nited Nations Security Council resolutions are legally binding on all 184 member states, but the international community's record on enforcement is mixed at best.

This reluctance to act on U.N. resolutions is compounded by several factors. They include lack of confidence among member states in the effectiveness of sanctions alone, questions about the suitability and reliability of U.N. enforcement mechanisms, and the inherent difficulty of dealing with civil strife, humanitarian emergencies, and massive human rights violations.

With this grant, the United Nations Association of the United States of America is studying ways of organizing the international community to enforce decisions made by the Security Council. The association is considering how and when political, military, and economic sanctions should be applied; how sanctions affect neighboring states; and how to improve the U.N.'s capabilities for enforcing sanctions with the will and support of its members. Following preparation of recommendations in the form of a final report and the release of an edited volume of commissioned papers, the association will hold press conferences and meetings aimed at reaching high-level U.S. and U.N. policymakers. A core group of seven advisors from the United States, Western Europe, Russia, and developing countries guides the project, which is directed by Edward C. Luck, president emeritus of the association.



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**United Nations Institute for Training and Research**

Palais des Nations, CH-1211 Geneva 10,  
Switzerland

*One-year grant of \$80,000 toward a colloquium assessing the International Court of Justice on its fiftieth anniversary*

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**T**he International Court of Justice, also known as the World Court, is the main judicial organ of the United Nations. Based in The Hague, the Netherlands, it was created following World War II in response to the need for international institutions that could contribute to the peaceful resolution of interstate conflict. Among the thirteen cases now before the court are territorial and maritime boundary disputes, violations of international conventions in the former Yugoslavia, and a complaint by Hungary regarding Slovakia's intention to build a dam on the Danube.

Under this grant, the United Nations Institute for Training and Research (UNITAR) and the court are holding a three-day colloquium in The Hague in April 1996 to coincide with the court's fiftieth anniversary. Participants will address the court's role in developing and interpreting international law and its potential for preventing violent conflict. They will also consider possible reforms to make it more widely accepted by member states. Thirty senior legal advisors from ministries and departments of foreign affairs of the member states will be invited to attend.

The proceedings of the colloquium will be published by an academic press. Connie Peck, director of a fellowship program in peacemaking and preventive diplomacy operated jointly by UNITAR and the International Peace Academy, serves as the main liaison between the institute and the court justices for the project.

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**Minority Rights Group-USA**

169 East 78th Street, New York, NY 10021

*Two-year grant of \$250,000 for research and writing by John A. Thomson on the prevention of ethnic conflict*

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**T**his grant supports a project directed by Sir John A. Thomson to devise guidelines and techniques for preventing ethnic tensions from erupting into warfare. Thomson is chairman of London-based Minority Rights Group International and a board member of Minority Rights Group-USA.

In the first part of the project, Thomson will examine and evaluate accepted notions of state sovereignty, group and individual rights, the right of self-determination and local autonomy, and equitable assimilation of minorities within state boundaries. The study will suggest principles for dealing with ethnic conflict and result in a book.

Thomson is also overseeing an analysis, by United Nations personnel and representatives of nongovernmental organizations, of the practical application of minority rights concerns in the U.N. system. Case studies will examine the causes of majority-minority conflict, the positive and negative results of international involvement, and applicable confidence-building measures. Cases under consideration include Zaïre, Kosovo and Macedonia, Bhutan, Kashmir, and Tajikistan.



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**International Institute for Strategic Studies**  
23 Tavistock Street, London WC2E 7NQ,  
United Kingdom

*Two-year grant of \$230,000 toward a project  
on peacekeeping, enforcement, and conflict  
resolution*

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Over the past two decades, staff members at the International Institute for Strategic Studies have contributed to debates on nuclear issues, regional conflict and conflict resolution, and the role of the United Nations in international relations. They have also bolstered regional capacities for policy research through collaboration with scholars and policy institutes in Latin America, Asia, Africa, and the former Soviet Union.

The institute is launching a research program that will attempt to develop approaches to managing ethnic conflict and ending violence. The program covers four areas: legal, political, and moral issues raised by intrastate conflicts and civil wars; prevention, management, and resolution of ethnic wars; the future of peacekeeping and multinational military operations; and the demobilization of military forces after civil wars. This grant supports research in the last two areas. One project will identify the contributions and limitations of regional organizations in peacekeeping and the operational, political, strategic, and ethical dilemmas of military-humanitarian cooperation. The other project will assess the effectiveness of various schemes to encourage the disarmament of former combatants after civil wars and to reintegrate them into new armed forces that serve the entire nation.

Under the leadership of institute director John Chipman, the institute will produce two working papers and convene two workshops.

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**Voice of America**  
330 Independence Avenue, S.W.,  
Washington, DC 20547

*Two-year grant of \$220,000 toward support  
for a conflict resolution initiative*

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The role of radio in feeding tensions that intensify violent conflict was illustrated in 1994, when Rwandan broadcasts aggravated a situation already ripe for mass violence. Yet radio can also help ameliorate tension between groups. The Voice of America (voA), with a global network of satellite, shortwave, AM, and FM signals, has employed its resources on occasion to focus on issues and techniques in conflict resolution. This grant supports the production of a series of such programs.

voA staff members will work with historians, social scientists, conflict resolution activists, and experts in negotiation and mediation to select themes, suggest the sequence of programs, and identify audiences. Topics likely to be covered include the role of the media in provoking and resolving conflict, the psychology of negotiation, and conflict resolution curricula for schools. Broadcasters and writers will produce twenty-four documentary programs in long and short versions. Further reporting and interviews will be solicited from journalists working in areas where violent conflict has erupted or is likely to occur.

The programs will be translated into Chinese, Arabic, French, Serbian, and Croatian and carried to the 100 million listeners who are reached by voA's programming each week. Scripts and tapes will be made available to the thousands of stations that use voA's materials. Senior development manager Gregory Pirio coordinates the project.

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## Stanford University

Department of Political Science, Building 160  
161-A, Stanford, CA 94305

*One-year grant of \$150,000 for research and writing by Alexander L. George on international relations*

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Alexander L. George, professor emeritus of political science at Stanford University, has received Corporation support since 1983 for research on international relations. He has written and revised *Force and Statecraft*, on crisis management in the United States–Soviet relationship, and *Bridging the Gap: Theory and Practice of Foreign Policy*, on tensions between U.S. academics and policymakers in addressing security policy.

Over the past year, his work on conflict avoidance, mediation, and resolution has focused on classifying three types of peace. According to George, “stable peace” is a relationship between two nations in which the idea of going to war to settle conflicts is unthinkable. This condition is distinct from “precarious peace,” a conflict-ridden relationship in which war is a constant threat, and “conditional peace,” in which peace is dependent on forces of mutual deterrence. George is studying cases where nations failed to achieve stable peace with each other. The aim is to identify steps that might be taken to bring stability to specific situations around the world. Under this grant, George is incorporating the case studies into a book-length manuscript. A member of the Carnegie Commission on Preventing Deadly Conflict, he is also conducting research on the use of preventive diplomacy to head off regional crises. Finally, he is updating his 1980 book, *Presidential Decisionmaking in Foreign Policy: Making Better Use of Information and Advice*.

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## Harvard University

John F. Kennedy School of Government, 79  
John F. Kennedy Street, Cambridge, MA  
02138

*Two-year grant of \$700,000 for research on cooperative security and conflict prevention and on weapons proliferation at the Center for Science and International Affairs*

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In 1994 Harvard University's Center for Science and International Affairs, led by Graham T. Allison, Jr., former U.S. assistant secretary of defense, established a Working Group on Internal Conflicts. Twenty experts in regional and international affairs analyzed the sources and dynamics of internal conflicts, the mechanisms by which they spill over into neighboring states and draw in outside players, and the instruments available to the international community for preventing and resolving them.

With renewed Corporation support, the center is embarking on further research concerning the complex relationship between democratization and conflict resolution. At a March 1995 workshop, scholars of democracy, regional experts, and policymakers from the United States and other countries probed the role of established democracies in preventing conflict and in promoting the spread of democracy. A central question is how to increase the benefits of democratization without increasing the domestic instability and potential for deadly conflict that often accompany the fall of authoritarian rule. Also under this grant, the center is continuing its work on the prevention of proliferation of nuclear and advanced conventional weaponry and weapons technology. One goal is to address ways to reduce potential dangers in northeast Asia, South Asia, and the Middle East.

The results of the research program will be published in articles, reports, and monographs.



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**National Endowment for Democracy**  
1101 Fifteenth Street, N.W., Suite 802,  
Washington, DC 20005

*Two-year grant of \$200,000 toward support  
for the International Forum for Democratic  
Studies*

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A growing number of countries — among them South Africa, Nicaragua, and the successor states of the Soviet Union — are choosing democracy as a model of government. However, this choice is not always followed by success. Economic hardship, social inequality, ethnic conflicts, and demilitarization in many cases prevent emerging democracies from being consolidated.

The National Endowment for Democracy, a bipartisan grant-making agency funded by annual appropriations from the U.S. Congress, supports the democracy-building activities of individuals and nongovernmental groups in some eighty countries. In 1994 it established the International Forum for Democratic Studies, codirected by Larry Diamond and Marc F. Plattner. The forum's aims are to highlight problems common to new and established democracies and to foster communication among groups around the world that are working to strengthen democratic processes.

This grant is funding the forum's program of research and conferences on the practical and theoretical issues of democratic transition and consolidation. Projects in 1995–96 are dealing with civil–military relations in democratizing societies, prospects for political parties and party systems around the world, and approaches to the development of democracy in Asia. The results of the research will be disseminated through the forum's resource center and its journal, the endowment's grantees, and the Internet.

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**Johns Hopkins University**  
The Paul H. Nitze School of Advanced  
International Studies, 1740 Massachusetts  
Avenue, N.W., Washington, DC 20036-1984

*Nineteen-month grant of \$55,000 for a study  
of conflicts in failed states*

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The worst case of intrastate conflict occurs when the state, defined as the general political framework of the country, has fragmented beyond restoration. A record number of states have collapsed since the end of the Cold War, notably Somalia, which succumbed to rivalry between warlords, and Rwanda, which collapsed under the burden of ethnic warfare.

This grant is enabling I. William Zartman, a professor of conflict resolution at the Paul H. Nitze School of Advanced International Studies at Johns Hopkins University, to examine the process by which a state collapses. Zartman and a team of research assistants are conducting six case studies, ranging from states that have collapsed (such as Cambodia) to states near collapse (Liberia) to candidates for collapse (Zaire). The aim is to identify early warning signs in the past where steps might have been taken by actors within the state and by external actors to arrest the process of state collapse. The researchers are considering whether it is possible to reconstitute a collapsed state without imposing an authoritarian regime. They are also identifying ways of restoring a state if there is no internal capacity to do so and if foreign actors by definition cannot establish internal self-rule.

The case studies will result in individual papers and will be the subject of policy-related seminars.



**Search for Common Ground**

1601 Connecticut Avenue, N.W., Suite 200,  
Washington, DC 20009

*Six-month grant of \$50,000 toward a project  
on conflict resolution and negotiation in  
Macedonia*

In the former Yugoslav republic of Macedonia, tensions prevail between the ethnic Macedonian majority and Albanian and Serb minority populations. In 1993 Search for Common Ground (scg), which attempts to implement preventive strategies in conflicts around the world, established Search for Common Ground in Macedonia. The aim is to increase the republic's capacity to resolve its ethnic disputes peacefully.

Eran Fraenkel, a consultant on the history, language, and ethnography of the former Yugoslavia, directs the initiative. On request, he meets with conflicting parties in the attempt to resolve a range of demands, including the recognition of Albanian as an official language and the proportional representation of Albanians and Serbs in government. scg is also coproducing with a local television network a series on conflict resolution and training Macedonian journalists to cover conflict in a noninflammatory way. In addition to organizing discussions in Washington and Skopje among international, governmental, and non-governmental organizations that work in Macedonia, it is offering technical assistance to a university center that focuses on ethnic relations and to a parliamentary council that aims to improve interethnic contact and cooperation.

The initiative has also received support from the Open Society Program and the National Endowment for Democracy.

**Harvard University**

John F. Kennedy School of Government, 79  
John F. Kennedy Street, Cambridge, MA  
02138

*Two-year grant of \$850,000 toward a project  
on strengthening democratic institutions in  
the former Soviet Union*

Earlier Corporation grants supported Harvard University's Strengthening Democratic Institutions Project, which aims to help Russia and the new states of the former Soviet Union move to democracy, a market economy, and constructive international relations. Under the direction of Graham T. Allison, Jr., project staff members at Harvard's John F. Kennedy School of Government and in Moscow examined constitutional reform, privatization, the development of independent mass media, ethnic conflict resolution, and the redefinition of national security.

Allison, who was assistant secretary of defense for policy plans in the Clinton administration in 1993-94, has returned to Harvard, where he is again leading the project. The focus is on three areas: prevention of ethnopolitical conflict in former Communist states, Russian democratization, and cooperative Russian security. The research staff is examining the lessons of Yugoslavia and analyzing the prevention and evolution of conflicts in the Russian Federation and other successor states. Members are helping with parliamentary procedures and government professionalization. Finally, the project is engaging Russian experts in an analysis of ways to encourage Russia's evolution toward a state whose behavior and interests are consistent with norms of the international system. Written products will include case studies and a monograph.

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**RAND**

1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138

*Two-year grant of \$750,000 toward collaborative research and training programs for policy analysts in Russia*

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**I**ncreasing the access of government officials to timely, independent, and sound analyses of various policy options and their consequences is the aim of RAND's programs for policy analysts in Russia. Earlier Corporation support enabled RAND, in collaboration with new, independent research centers in Russia, to conduct workshops on advanced research procedures, training requirements and employment patterns in the emerging private sector, and water resource management and regional development in the Upper Volga region.

Under the current grant, RAND scholars led by Jeremy R. Azrael, director of its Center for Russian and Eurasian Studies, are continuing this work with two institutional partners in Russia. In cooperation with the Center for Demography and Human Ecology in Moscow, RAND is focusing on migration, public health, and the environment. It is working with the Center for Ethno-Political and Regional Research to identify and monitor regional and ethnic conflicts and assess their possible political, economic, and social effects. Planned activities with both partners include workshops to critique research projects, advanced research methodology seminars, international conferences, and publications. In addition, two Russian specialists will receive a month of on-site training at RAND's Graduate School of Policy Studies.

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**Harvard University**

John F. Kennedy School of Government, 79 John F. Kennedy Street, Cambridge, MA 02138

*One-year grant of \$575,000 for a program with Russian legislators on policymaking*

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**T**he challenges confronting Russia in the transition to a pluralist system include the management of a fragile economy, the rise of nationalist sentiment, and instability in neighboring states — all of which require a trained and knowledgeable legislature. In 1994 the John F. Kennedy School of Government at Harvard University launched a program aimed at helping members of the Russian parliament, or Duma, many of them new to political office, better understand governance in a democracy. The program brings together U.S. and Russian legislators to address issues involved in creating democratic institutions.

This grant provided sole support for a second program, held in August 1995. Thirty members of the Duma, representing various political factions in Russia, attended. The program featured lectures by Harvard faculty on political parties in democracies, legislatures and the media, and the federal budgetary process and presentations by members of the Duma on Russia's presidency, its economy, and its foreign policy. Also included were outings in the Boston area and other opportunities for the Russian participants to interact with their counterparts from the U.S. Congress.

Chairing the program are two members of the Kennedy School faculty: former ambassador Robert D. Blackwill and former U.S. congressman Mickey Edwards.



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**The Aspen Institute**

1333 New Hampshire Avenue, N.W., Suite  
1070, Washington, DC 20036

*One-year grant of \$500,000 toward support  
of the international activities of the  
Congressional Program*

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**I**n 1986, with Corporation support, Dick Clark, former U.S. senator and a senior fellow at the Aspen Institute, launched a series of bipartisan conferences and smaller meetings for congressional leaders on relations between the United States and the Soviet Union. Since the end of the Cold War, the project has evolved to include U.S. policy toward the successor states and the new democracies of Eastern Europe. The aim is to bridge the gap between scholarly analysis of foreign policy issues and the political realities of dealing with these by a governmental body. Newly elected members of Congress are encouraged to attend.

At each conference, scholars present background papers, which, together with ensuing discussions, are summarized and sent to some 2,000 interested individuals and organizations, additional members of Congress, and administration officials. To date seventeen five-day conferences have been attended by ninety-four members of Congress and by parliamentarians from Russia, Ukraine, and other European nations. Several of the project's core participants have subsequently convened study groups and become increasingly engaged in committee hearings and floor debates about topics addressed by the conferences. These include European unity, trans-Atlantic cooperation, NATO expansion, and potential multilateral action in the former Yugoslavia. With this grant, the Corporation remained the sole funder of the program.

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**The Aspen Institute**

1333 New Hampshire Avenue, N.W., Suite  
1070, Washington, DC 20036

*Five-month grant of \$190,000 for a meeting  
on U.S.-Russian relations convened by the  
Congressional Program*

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**P**arliamentary democracy in Russia and the future of relations between that nation and the United States both stand at a critical crossroads. In Russia, the situation in Chechnya has underscored the ineffectuality of the Russian parliament and the lack of communication and cooperation among political parties. In the U.S., the House of Representatives and the Senate that emerged from the 1994 elections are sending signals of a growing anti-Russian sentiment and an unwillingness to remain engaged even with democratic forces in Russia.

This grant provided sole support for a four-day off-the-record meeting in Madrid between high-ranking members of the Russian Duma with foreign policy responsibilities and their counterparts in Congress. The meeting, which was organized by former U.S. senator Dick Clark, focused on U.S.-Russian relations in the context of current domestic policies in both countries and the need to establish communication and cooperation across party lines in the Duma. Eight parliamentarians from both Russia and the United States attended, along with officials from the Clinton administration and the Russian foreign ministry.



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**Stanford University**

Center for International Security and Arms Control, 320 Galvez Street, Stanford, CA 94305-6165

*Eleven-month grant of \$440,000 toward a project on industry restructuring and the political economy in Russia*

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**R**esearchers at Stanford University's Center for International Security and Arms Control have received Corporation grants since 1990 to study and assist efforts to convert part of the Soviet, now Russian, defense industry to peacetime uses. Specialists in corporate organization, law, finance, and employee ownership have worked with seven Russian defense plants seeking to privatize their factories and function in a market economy. The researchers have developed models that can be applied to a wide spectrum of military producers. The models include employee-owned joint stock enterprises, employee-owned holding companies, and joint ventures with Western companies. This grant is enabling the center to complete and publish case studies of the experiences of all seven enterprises.

Also with Corporation funds, the project is being expanded to include a study of industrial restructuring in Russia's shifting economic and political environment. The researchers are analyzing the prospects for continued state subsidies for defense enterprises and the procurement policies of Russia's defense ministry. Center staff are continuing to report the findings of the project to government officials in the United States and Russia and to officials of international financial institutions. Center codirectors David J. Holloway and Michael M. May oversee the work, which is also supported by governmental and non-governmental sources.

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**Center for Post-Soviet Studies**

2 Wisconsin Circle, Suite 410, Chevy Chase, MD 20815

*One-year grant of \$250,000 for a project on Central Asia in the post-Cold War era*

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**R**ival territorial claims, economic hardship and the competition for resources, and religious fundamentalism pose serious challenges to domestic and regional stability in the states of Central Asia: Tajikistan, Kazakhstan, Uzbekistan, Kyrgyzstan, and Turkmenistan. In Tajikistan at least 20,000 people have been killed in the continuing conflict among Tajik elites. Conventional weapons abound in all five states.

With this grant, the Center for Post-Soviet Studies is assessing sources of instability in Central Asia and promoting the use of preventive diplomacy and conflict resolution there. Corporation funds cover the organization of working groups in the region to analyze local and regional conflicts. The groups include the chair of the Parliamentary Foreign Relations Committee of Uzbekistan, scholars who work closely with the presidents of Kazakhstan and Kyrgyzstan, and specialists from Russia and the United States. Coordinators in three republics will monitor developments, and the center will assess possible actions to help mitigate sources of instability. Leading the project is physicist Roald Z. Sagdeev, who is a senior associate of the center, director emeritus of the Space Research Institute in Moscow, and a member of the Carnegie Commission on Preventing Deadly Conflict.

Site visits, conferences, and a monograph will be used to reach policymakers in the United States and in Central Asia and Russia.

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**New York University**

10 Washington Place, New York, NY 10003

*Two-year grant of \$500,000 toward a media assistance program in the Russian Federation*

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**T**he media have a pivotal role to play as public forums for addressing the complex issues accompanying Russia's transition to democracy and a civil society. Yet most Russian journalists lack substantive knowledge of such topics as national security, the environment, and crime. In addition, wire services and databases are prohibitively expensive.

In 1992 the Center for War, Peace, and the News Media of New York University, in association with the Moscow-based Institute for USA and Canada Studies, began operating the Russian-American Press and Information Center (RAPIC). Established as an independent, non-governmental media assistance program in Moscow and housed at the institute, RAPIC has since added regional offices in St. Petersburg, Nizhny Novgorod, and Novosibirsk. Through briefings, seminars, publications, and training, it offers Russian journalists access to information on national and international issues ranging from parliamentary elections to market economics and helps them analyze and report this information clearly and objectively.

Codirecting RAPIC are Robert Karl Manoff, who heads the NYU center, Peter Klebnikov, a journalist, and Vladimir Orlov, a senior Russian manager at the institute. This grant renewing funding is joined by support from other foundations, the U.S. Information Agency, the U.S. Agency for International Development, and Russian and American corporations.

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**Internews Network**

P.O. Box 4448, Arcata, CA 95521

*One-year grant of \$250,000 toward a project on free media in the former Soviet Union*

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**I**nternews Network, a nonprofit organization, promotes international understanding through the innovative use of broadcast media. With Corporation funding, it has offered training, equipment, and news exchanges to journalists in the Soviet successor states. These efforts have led to creation of the Independent Broadcasting System, a network of commercial broadcasters in seventy-eight cities in Belarus, Georgia, Kazakhstan, Russia, and Ukraine.

This grant supports a new program, headed by Internews president David Hoffman, to help television journalists develop standards of responsibility, impartiality, and accuracy in reporting ethnic conflicts in the new states. The program consists of ten week-long training seminars on balanced news reporting, production, and station management. Journalists from the independent media, drawn from areas of actual or potential conflict, produce news reports for their local stations on the rights of national minorities. The reports are distributed to the Independent Broadcasting System and to prime-time broadcasters on national, state-controlled television. Also with Corporation support, Internews is providing funds to Message Agency, a private production company in Moscow, for a television series on the pitfalls and benefits of market reform and democratization in Russia.

Other foundations, the U.S. Agency for International Development, and the U.S. Information Agency also fund both activities.



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**International Research and Exchanges Board**  
1616 H Street, N.W., Washington, DC 20006

*Two-year grant of \$295,000 for technical assistance in computer telecommunications for projects between the United States and the former Soviet Union*

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**T**he Velikhov-Hamburg Project, which has received Corporation support since 1986, initially involved the establishment of computer communications between American and Soviet children as a way to promote open interaction between the two countries. The project then began offering computers and modems to Russian social science and humanities institutes. The Russian side of the project subsequently became an independent international computer laboratory called "VeGa" that assists institutions outside the social sciences and humanities and beyond Moscow. In 1993 VeGa became a project of the International Research and Exchanges Board, which advocates cooperation among scholars from the United States, the Soviet successor states, and Eastern Europe.

VeGa, directed by Russian psychologist Alexandra V. Belyaeva, provides technical assistance and user support, training, equipment, and account subsidies to scholars, scientists, government officials, and journalists in Moscow and twenty other cities in the successor states. It also offers libraries and archival organizations access to libraries in the U.S. and is creating two computer networks: one for Russian and American psychologists and one for lawyers interested in computer-related legal problems. The aim is for its communication channels to become an integral part of the interaction between U.S. specialists and their counterparts in the successor states.

This grant renews support.

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**Financial Services Volunteer Corps**

425 Lexington Avenue, Twelfth Floor, New York, NY 10017-3909

*Two-year grant of \$150,000 toward assistance and training in the development of free-market financial institutions in the former Soviet Union*

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**T**he Financial Services Volunteer Corps is a not-for-profit organization that channels the expertise of business people in the United States to countries in Eastern and Central Europe and the former Soviet Union that are moving to a market economy. Bankers, lawyers, accountants, and other professionals are recruited to serve in the region on a pro bono basis. They draft regulations, train bank managers, advise policymakers, and help develop financial products and services.

In response to President Boris Yeltsin's request for assistance in reforming the Russian banking and financial system, the corps established the Russian-American Bankers Forum in 1992. A collaborative effort between the corps and the U.S. Federal Reserve System, the forum provides on-site technical assistance in market-oriented banking structures and brings Russian bankers to this country for training in these subjects. The corps is now focusing on strengthening the capabilities of Russia's Central Bank, enhancing the technical sophistication of its commercial banks, and helping the Russian parliament, the Duma, create a regulatory environment for the financial system. The corps is also intensifying its initiatives in Kazakhstan, Moldova, and Ukraine by sponsoring preliminary missions there and hosting their representatives in the U.S.

J. Andrew Spindler is managing director. This grant renewing support is supplemented by funding from other foundations and the U.S. Agency for International Development.



**Stanford University**

Center for International Security and Arms Control, 320 Galvez Street, Stanford, CA 94305-6165

*Twenty-month grant of \$1,666,000 toward research and training in international security and arms control*

**Massachusetts Institute of Technology**

Room E38-603, 292 Main Street, Cambridge, MA 02139

*Two-year grant of \$900,000 toward support of the Defense and Arms Control Studies Program*

Since 1984 the Corporation has awarded grants for research and policy analysis at Stanford University's Center for International Security and Arms Control, now headed by David J. Holloway and Michael M. May. This grant, supplemented by funding from other foundations, supports five of the center's research projects.

In two projects, researchers are working with the Committee of Scientists for Global Security, in Moscow. The project on arms control and strategic stability holds meetings on military cooperation between Russia and the United States. Members of the peacekeeping and conflict resolution project team are studying the sources and patterns of ethnic tension in the Soviet successor states to learn how conflicts there can be prevented or resolved.

Scientists with the project on Asia and the Pacific are analyzing issues of peace and cooperation in the region. These include relations among the major navies of the north Pacific, the security of the Korean Peninsula, and the possible use of military-to-military contacts to improve relations between the U.S. and China.

Nonproliferation is the focus of two complementary projects. In one, scientists are studying nonproliferation regimes for weapons of mass destruction. Researchers with the other project are exploring the reasons why policymakers decide to acquire nuclear weapons. The aim is to identify alternatives to nuclear arms that would enable nations to satisfy these demands.

The Defense and Arms Control Studies Program at the Center for International Studies of the Massachusetts Institute of Technology enables social and physical scientists to apply technological perspectives to policy analysis. Directed by Harvey M. Sapolsky, the program pursues its research agenda through working groups of faculty members, visiting scholars, and graduate students.

This renewal grant supports four projects on global security. In one project, researchers are analyzing the political causes of ethnic and nationalist conflicts and the types of early external intervention that could suppress them. A second project involves an assessment of the threat of proliferation of weapons of mass destruction and delivery systems and the identification of the nature and feasibility of a comprehensive nonproliferation strategy. In a third project, security and military specialists are examining the various explanations offered for the collapse of the Soviet Union and the implications for United States foreign policy. Finally, members of a project on the Soviet successor states are assessing Russian leaders' views on the end of the Cold War and their reactions to the threat of nuclear proliferation in neighboring countries.

The results of the projects will be published in journals, books, and the program's working paper series. Additional support for the program comes from other foundations.

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**University of Maryland Foundation**

Center for International and Security Studies  
at Maryland, College Park, MD 20742-1811

*One-year grant of \$172,500 for research and writing by Stansfield Turner on U.S. national security in the post-Cold War era*

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**N**uclear materials, technology, and knowledge are now in the hands of states other than the five formally acknowledged nuclear powers, and the dangers of proliferation are spreading. Shaping a defense policy and a military force to respond to the realities of the post-Cold War world will be goals for the major nuclear powers well into the next century.

Admiral Stansfield Turner, who directed the U.S. Central Intelligence Agency from 1977 to 1981, is writing a book that will consider the role of nuclear weapons in the national security agenda of the United States and its allies. Turner's working thesis is that, although political leaders have control of whether and when to employ nuclear weapons, the political as opposed to the military objectives of using them have tended to be slighted in war planning. For political purposes, he notes, there would be a need for far fewer weapons than nuclear nations now have. A change from thinking of nuclear weapons as usable instruments of war to instruments of politics would thus change the nature of the discussion on how many weapons are enough. His book may urge nuclear nations to bring the issue of such weapons back into the political arena.

Turner is an adjunct professor at the University of Maryland and a member of the university's Center for International and Security Studies. This grant provided a second year of support.

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**Monterey Institute of International Studies**

425 Van Buren Street, Monterey, CA 93940

*Two-year grant of \$400,000 toward research and education on the proliferation of weapons of mass destruction*

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**T**he Center for Nonproliferation Studies at the Monterey Institute of International Studies was established with Corporation funding in 1991. Headed by William C. Potter, a Russian and Eurasian specialist, the center conducts policy-oriented research, training, and public outreach designed to strengthen nuclear safeguards and promote international commitment to nonproliferation. Its activities are divided among three core projects: the International Organizations and Nonproliferation Project, the Monitoring Proliferation Threats Project, and the Commonwealth of Independent States Nonproliferation Project. The latter project is receiving renewed Corporation funding under this grant.

The project aims to develop a cadre of specialists in the successor states who can work to remedy weaknesses in their countries' nonproliferation and export control policies. It also seeks to strengthen indigenous nongovernmental organizations in the states. To achieve these goals, young scholars, government officials, and journalists receive several months of training at the center in nonproliferation issues. Graduates of the program are encouraged to join nonproliferation working groups in their own countries, which receive help in creating links with nonproliferation institutes elsewhere in the world. The working groups' current research project is assessing Western efforts to dismantle nuclear weapons in Belarus, Russia, and Ukraine. The center is also supported by other foundations.



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**National Academy of Sciences**

2101 Constitution Avenue, Washington, DC  
20418

*One-year grant of \$300,000 toward support  
of the Committee on International Security  
and Arms Control*

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**Institute for Defense and Disarmament  
Studies**

675 Massachusetts Avenue, Cambridge, MA  
02139

*Two-year grant of \$300,000 toward an inter-  
national study of cooperative policy on  
conventional arms control*

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**T**he arrests in Germany and Turkey of plutonium smugglers from the former Soviet bloc countries epitomize the urgency of preventing the proliferation of nuclear-related materials. Since the mid-1980s, the Committee on International Security and Arms Control (CISAC) of the National Academy of Sciences has, with Corporation funding, drawn together the highest scientific and technical talent to address this and other national security concerns. In 1994 it released a landmark study of the technical and policy options for managing, storing, and disposing of the excess plutonium from the Cold War nuclear arsenals of the United States and the Soviet Union.

This grant supported the dissemination of the study results to policymakers in the United States and abroad. Also with Corporation funds, CISAC continued its working relationships with foreign scientific and technical communities involved in security and defense issues. While maintaining its longstanding ties with Russian scientists, CISAC began to establish dialogues with scientists in Western Europe and in China, India, and Ukraine. Among the concerns being addressed in these dialogues are outstanding issues in conventional arms control and the relationship between global energy and security.

CISAC, directed by Jo L. Husbands, receives additional support from the John D. and Catherine T. MacArthur Foundation.

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**T**his grant renews support for the International Fighter Study of the Institute for Defense and Disarmament Studies, led by executive director Randall W. Forsberg. The study, conducted by an international consortium of scholars, is concerned with the implications for global stability of continued deployment, production, and export of combat aircraft by industrialized and developing nations. Its general proposition is that national strategies to retain large fighting forces as a hedge against future threats actually invite such threats. The scholars are exploring cooperative approaches among nations to head off two dangers: weapons proliferation and regional conflicts that could spread to strategically important areas. Policy options being considered include suspensions of conventional arms production and exports, reductions in force structure, and collective security guarantees.

In the study, production and trade patterns in combat aircraft were chosen as an indicator of such patterns for all major weapons systems. Phase one involved research partners from industrial arms-producing and exporting nations, who analyzed current and likely future practices, with the goal of fostering dialogues on developing cooperative restraints on conventional arms. The current phase is adding partners from nations outside Europe that have large aircraft inventories and are secondary producers and exporters. The ultimate aim is to propose possible global agreements for reducing conventional arms.



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**Natural Resources Defense Council**

1350 New York Avenue, N.W., Suite 300,  
Washington, DC 20005

*One-year grant of \$225,000 toward a program on nuclear nonproliferation*

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**I**n 1986 the Natural Resources Defense Council (NRDC) launched a project with the Federation of American Scientists and the Soviet Academy of Sciences to monitor underground nuclear tests in the United States and the Soviet Union. This cooperative effort provided the first evidence of Soviet willingness to accept verification of arms control agreements. It also reduced concerns that verification would be an insurmountable barrier in restricting underground tests. NRDC then began focusing on nuclear proliferation among smaller states. Its nuclear program, created in 1991, has three objectives: to develop a consensus for more effective non-proliferation policy, resolve technical issues involved in implementing nuclear reductions, and promote enforcement of global bans on underground nuclear testing and fissile material.

With renewed Corporation funding, program staff members worked with representatives of the U.S. Department of Energy and selected members of Congress to review a range of options for monitoring nuclear weapons and to fashion a permanent ban on nuclear weapons tests. NRDC also continued to serve as a public-interest media clearinghouse for accurate information on the world's nuclear arsenals, including their environmental impact.

Physicist Thomas B. Cochran directs the program, which is also supported by other foundations.

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**Nuclear Control Institute**

1000 Connecticut Avenue, N.W., Suite 804,  
Washington, DC 20036

*One-year grant of \$150,000 toward research and public education on nuclear nonproliferation*

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**S**ince 1981 the Nuclear Control Institute has educated policymakers and the public about the risks associated with civil nuclear programs that make use of weapons-grade materials such as plutonium and highly enriched uranium. Under the direction of founding president Paul L. Leventhal, it has worked to eliminate civilian use of plutonium and has campaigned for energy security through the use of uranium that cannot be used in weapons.

As part of its efforts to build an effective global nonproliferation regime, the institute has advocated that military plutonium recovered from United States and Russian warheads be disposed of as waste and that the disposal arrangements serve as a model for other countries' surplus civilian plutonium. In response to concerns about nuclear smuggling and nuclear terrorism, it revisited recommendations made by its 1986 International Task Force on Prevention of Nuclear Terrorism. Staff members also worked with a bipartisan group of congressional representatives to identify issues to be addressed in renegotiating the U.S. agreement for nuclear cooperation with the European Atomic Energy Community.

This grant renewing support is supplemented by funding from the W. Alton Jones Foundation and the John D. and Catherine T. MacArthur Foundation.

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**Federation of American Scientists Fund**

307 Massachusetts Avenue, N.E.,  
Washington, DC 20002

*One-year grant of \$75,000 toward research and education by John Pike on antiballistic missile systems*

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**Atlantic Council of the United States**

910 Seventeenth Street, N.W., Suite 1000,  
Washington, DC 20006

*One-year grant of \$150,000 toward programs on Ukrainian–American relations and the reduction of the risks of nuclear proliferation*

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**B**y 1993, in light of the end of the Cold War, mounting budgetary pressures at home, and technical obstacles, the United States had canceled plans to develop a space-based Strategic Defense Initiative. An antiballistic defense program retains strong support in Congress, however. This grant is enabling the Space Policy Project of the Federation of American Scientists Fund to inform policymakers and the public about the design and development of antimissile systems that could threaten the integrity of the Anti-Ballistic Missile Treaty of 1972. The program is advancing proposals for an antimissile acquisition program consistent with current and projected strategic arms control measures.

Corporation funds also support research, analysis, and public education in three additional areas: implications of the current proliferation of satellite intelligence programs and other military space systems; U.S.–Russian cooperation in the peaceful uses of outer space, such as the planned joint space station; and prevention of further proliferation of sophisticated attack aircraft, which emerging nuclear weapons states consider a preferred delivery system for weapons of mass destruction.

John E. Pike directs the project, which disseminates its work through congressional testimony, op-ed pieces, technical papers, and the Internet. Support also comes from the W. Alton Jones and Scherman foundations.

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**T**he Atlantic Council of the United States provides recommendations on foreign policy to U.S. presidents and Congress. This grant renews partial support for two of its projects.

One project concerns this country's relations with Ukraine, which among the Soviet successor states is second only to Russia in economic, scientific, and military potential. At semiannual dialogues, high-level Ukrainian and U.S. delegations identify and formulate joint recommendations for bringing about political and economic cooperation. The meetings alternate between Kiev and Washington, D.C., and result in reports that are supplemented by special publications.

Another project involves "focused consultations" among government and private sector leaders, military representatives, diplomats, policy professionals, academics, and journalists in each of the declared and undeclared nuclear nations. The aim is to advance proposals for radically downsizing all nuclear arsenals, leading toward the eventual elimination of nuclear weapons worldwide. The results of the consultations will be published as a series of reports.

Support for the projects also comes from the Defense Nuclear Agency and the Citizens Network for Foreign Affairs. Andrew J. Goodpaster, former staff secretary to President Eisenhower and Supreme Allied Commander in Europe, and Rozanne L. Ridgway, former assistant secretary of state, cochair the council.



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**American Association for the Advancement  
of Science**

1333 H Street, N.W., Washington, DC 20005

*One-year grant of \$150,000 toward support  
of the Program on Science and International  
Security*

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Since 1992 the Program on Science and International Security of the American Association for the Advancement of Science, led by political scientist W. Thomas Wander, has been active in the republics of the former Soviet Union. The program holds seminars in Ukraine and Kazakhstan at which academics, policymakers, and media representatives from all the successor states meet with Western experts to discuss defense planning, arms control, nonproliferation, and ethnic and regional tensions. It also conducts a summer orientation in Washington, D.C., for analysts from the four post-Soviet nuclear states—Belarus, Kazakhstan, Russia, and Ukraine—on the making of United States foreign and defense policy. In addition to developing a network of security specialists with the expertise needed to formulate and execute policies in a democratic framework, the seminars and the orientation foster regional cooperation.

This grant renewing support for both components of the program is joined by funding from the John D. and Catherine T. MacArthur, Ford, and W. Alton Jones foundations. Seminars in 1995 focused on the arms control and nonproliferation policies of the post-Soviet nuclear states. Topics addressed included the implications of Ukraine's accession to the Treaty on the Non-Proliferation of Nuclear Weapons and the requirements for implementing the Strategic Arms Reduction Treaties of 1991 and 1993.

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**University of Maryland Foundation**

Center for International and Security Studies  
at Maryland, College Park, MD 20742-1811

*Two-year grant of \$300,000 toward a profes-  
sional development program for women in  
international security*

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Women in International Security (WIS), a membership and educational program based at the University of Maryland's Center for International and Security Studies, was established in 1987 to promote the entry of female scholars into the field of arms control and international security studies. Its strategy is twofold: to support individual women's professional development and to serve as an information channel for and about female academics and practitioners. Under previous Corporation grants, WIS sponsored seminars and conferences, created and maintained a jobs hotline and a computerized database of women in the field, and published a newsletter and internship and fellowship directories.

The current grant supports a postdoctoral and young scholars program in international security policy as well as seminars on media relations, public speaking, interviewing techniques, and negotiating skills. Also with Corporation funds, WIS is launching an electronic bulletin board to supplement its newsletter and jobs hotline, publishing a guide to women professionals in international security for use by the national media, and commissioning research on the number of women holding policy and academic positions in security studies.

Carola Weil directs WIS, which also receives funds from the Ford Foundation.



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**Fund for Peace**

823 United Nations Plaza, Suite 712, New York, NY 10017

*Two-year grant of \$200,000 toward the Media and Security Project*

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**T**he Media and Security Project at the Fund for Peace endeavors to help journalists better understand security, defense, arms control, and related international issues. The project previously operated under the auspices of the Scientists' Institute for Public Information, where it was known as the National Security Program. It conducts informal discussions, media referrals, special conferences, briefing trips for journalists, and two continuing programs, for which this grant provides support.

The Television and National Security Project brings television correspondents, producers, bureau chiefs, and executives together with national security officials and independent experts for off-the-record discussions of security issues. The Defense Writers Group consists of Pentagon-based print journalists, who meet regularly with military and national security experts and policymakers, usually in Washington, D.C. Two issues in particular—how to incorporate conflict prevention strategies into U.S. policy, and the third-party role of the U.S. military in overseas conflicts—are being debated under the direction of Harry J. Disch.

The project, which attempts to include journalists from regional newspapers and small wire services, receives additional support from the Ford and W. Alton Jones foundations.

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**Carnegie Corporation of New York**

437 Madison Avenue, New York, NY 10022

*One-year appropriation of \$68,500 for research and writing by McGeorge Bundy*

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**T**he Carnegie Commission on Reducing the Nuclear Danger (1991–93) defined military strategy and arms control approaches that would be suited to post–Cold War security regimes. The commission's principal product, *Reducing Nuclear Danger: The Road Away from the Brink*, published in 1993 by the Council on Foreign Relations Press, pointed to hazards posed by the inability of the international community to develop effective means of preventing proliferation of weapons of mass destruction.

Historian McGeorge Bundy was one of the commission's three cochairs. This appropriation enabled him to continue to study and write about the legacies of the Cold War discussed in *Reducing Nuclear Danger*, including the 1995 conference to extend the Treaty on the Non-Proliferation of Nuclear Weapons and work toward bringing reluctant nations into the Strategic Arms Reduction Treaty. Bundy, author of the history of nuclear arms competition, *Danger and Survival*, and a special assistant for national security to presidents John F. Kennedy and Lyndon B. Johnson, also revised his 1992 Henry L. Stimson Lectures at Yale University. The lectures examined global security after the Cold War and reevaluated the United States' experience in Vietnam.

*Association of U.S.-Russian Retired Officers*, New York, NY

Toward support for a visit to Moscow by members of the association, \$4,000

*Brown University*, Providence, RI

Toward an examination of U.S.-Soviet relations during the Carter presidency, \$25,000

*Canadian Centre for Global Security*, Ottawa, Canada

Toward a study of alternative financing for the United Nations, \$25,000

*Center for Strategic and International Studies*, Washington, DC

Toward a project on U.S. policies toward Europe, \$25,000

*Council on Foreign Relations*, New York, NY

Toward a conference on preventive diplomacy, \$25,000

*The Foundation for a Civil Society*, New York, NY

Toward a conference on the transition from civil conflict to peace in Northern Ireland, \$25,000

*Gorbachev Foundation USA*, San Francisco, CA

For distribution of the final report of the Global Security Project, \$25,000

*Gorbachev Foundation USA*, San Francisco, CA

Toward travel costs of participants in a conference on global priorities in the twenty-first century, \$25,000

*Harvard University*, Cambridge, MA

For dissemination of a publication addressing issues of compliance with the Biological Weapons

Convention of 1972, \$1,900

*Human Rights Watch*, New York, NY

Toward a project on weapons transfers and human rights violations, \$20,000

*Institute for Multi-Track Diplomacy*, Washington, DC

Toward planning a seminar for public policy leaders in Cyprus on conflict analysis, \$20,000

*Institute for Resource and Security Studies*, Cambridge, MA

Toward a project on early warning and preventing deadly conflict, \$20,000

*Institute for Science and International Security*, Washington, DC

Toward a project on nuclear nonproliferation and preventing deadly conflict, \$20,000

*Charles F. Kettering Foundation*, Dayton, OH

Toward Russian participation in a conference on the future of U.S.-Russian relations, \$25,000

*Lawyers Committee for Human Rights*, New York, NY

Toward a project on monitoring war crimes trials in the former Yugoslavia, \$20,000

*University of Maryland at College Park*, College Park, MD

Toward support for a project on conflict resolution in the Transcaucasus, \$25,000

*Massachusetts Institute of Technology*, Cambridge, MA

For a study of the implications of university training of foreign nationals for the proliferation



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of weapons of mass destruction, \$6,000

*RAND*, Santa Monica, CA

Toward a study of institutional models of conflict prevention and management in post-World War II Western Europe, \$25,000

*Search for Common Ground*, Washington, DC

For support of work on conflict resolution in Ukraine, \$10,000

*University of Southern California*, Los Angeles, CA

For a meeting of the steering committee of the Conflict Early Warning Systems project, \$25,000

*Temple University*, Philadelphia, PA

Toward a project on the lessons of the Cold War for conflict resolution, \$23,000

*The Tides Foundation*, San Francisco, CA

For a conference on aid to the newly independent states of the former Soviet Union, \$12,000

*United Nations Association of the United States of America*, New York, NY

For a series of meetings on United Nations financing and assessments, \$12,000







# Strengthening Human Resources in Developing Countries

**T**he program, Strengthening Human Resources in Developing Countries, seeks to enhance the capacity of selected developing countries to sustain social and economic development as they make the transition to democratic governance. Currently, grants are concentrated in Commonwealth sub-Saharan African countries, with limited attention placed on activities in Commonwealth Caribbean countries and Mexico.

The Corporation is pursuing three interlocking strategies: expansion of indigenous scientific and technical capabilities to manage development challenges; improvement in women's health, education, and legal status; and furtherance of democratic processes. In addition, the Corporation is encouraging the establishment and growth of national, regional, and international networks and partnerships of researchers and leaders in governmental and nongovernmental organizations.

Under *science and technology for development*, the Corporation funds efforts to link science and technology policies with economic policies and to share knowledge and innovations among scientists and policymakers, mainly in sub-Saharan Africa. In addition to fostering intersectoral and interdisciplinary partnerships and networks, the Corporation is supporting the establishment of science and technology information systems in universities and scientific institutions.

In *women's health and development*, the Corporation is building on past projects aimed at

reducing pregnancy-related complications, a major cause of death among women of reproductive age in sub-Saharan Africa. The results of these projects have led to the recognition that further improvement in the health of women is likely to depend on progress in other aspects of their lives. Thus, the Corporation is supporting efforts to reduce the gender gap in education, to promote more enlightened laws and policies governing the status of women, and to expand women's leadership in planning and setting development policies.

The initiative on *transitions to democracy in Africa* is aimed at promoting progress toward democratic governance on the continent. Current funds are being used to enhance African capacity to create and disseminate knowledge about the factors influencing democratic processes and transitions. Funds are also strengthening regional capacity to manage conflict, to promote donor and donor-recipient collaboration toward more effective development assistance, and to increase the level of interest in and knowledge about Africa among United States leaders in the public and private sectors.

**African Academy of Sciences**

P.O. Box 14798, Nairobi, Kenya

*One-year grant of \$400,000 toward publications, implementation of the results of a management study, and activities related to science-led development in Africa*

The African Academy of Sciences is both an honorific society and an operating institution. In addition to recognizing scientists who have made significant contributions to science in Africa, it attempts to mobilize a broad range of scientific talent on the continent for work on national development. The academy has received major support from the Corporation, the Rockefeller and the John D. and Catherine T. MacArthur foundations, and European bilateral assistance agencies since 1988. Thomas R. Odhiambo, an entomologist and educator, is president.

Since 1993 the academy has annually organized a presidential forum on the management of science and technology for development in Africa. This grant supported the second forum, held in Mozambique in 1994 and attended by ten heads of state, African elders, scientists, private sector leaders, and representatives of donor, multilateral, and national development institutions. Also with Corporation funds, the academy continued efforts to make its quarterly research and policy journal, *Discovery and Innovation*, self-sustaining. The academy has implemented the recommendations of an internal management study that has led to changes in organization and management.

**International Development Research Centre**

Regional Office, Liaison House, State House Avenue, P.O. Box 62084, Nairobi, Kenya

*Two-year grant of \$500,000 toward the African Technology Policy Studies Network*

A major goal of science and technology policies is to promote an environment that favors the acquisition, growth, and use of technology for economic and social development. Although several African countries have established institutions concerned with science and technology policy, the absence of a significant body of empirical policy research in the continent has hampered the formulation of effective national policies.

This grant renews support for the African Technology Policy Studies Network, founded in 1993 to improve technology policymaking in sub-Saharan Africa and to strengthen institutional capacity to manage technology development and use. It is housed in the Nairobi office of the International Development Research Centre, one of three sponsors that also include the Corporation and the Rockefeller Foundation. Economist Titus Adeboye is coordinator.

The network's projects focus on the formulation and implementation of technology policies linked to economic reform, the effects of technological change on individual households, and the use of new technologies in small-scale agricultural and industrial production. Interdisciplinary groups of researchers are active in fifteen anglophone African countries, and many formerly isolated researchers are able to meet regularly with their peers from other countries. The results of the network's studies are disseminated through publications, seminars, international conferences, and policy roundtables.



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**United Nations Economic Commission for Africa**

Natural Resources Division, P.O. Box 3001,  
Addis Ababa, Ethiopia

*One-year grant of \$75,000 toward a training seminar on incentives for science and technology development and application*

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Policies to promote science and technology for development—which govern national investments in research and development, the use of new technologies, and local capacities for research—have been adopted in some African countries. However, mechanisms to ensure that these policies are implemented are often lacking. To advance scientific knowledge and engage the private sector in national scientific and technological activities, it is necessary for governments to furnish fiscal, legal, and institutional incentives. Examples include the availability of loans for modernizing equipment, foreign exchange for acquiring technology, and tax rebates to private firms that provide training in technology.

The United Nations Economic Commission for Africa is explaining to African policymakers how these incentives could be introduced in Africa. This grant enabled the commission to hold a seminar in Arusha, Tanzania, in August 1995 on incentives for science and technology development and their application in nine African countries. Senior policymakers and private sector leaders from the countries identified the practical constraints to the application of the incentives and determined ways to increase their effectiveness. Soodursun Jugessur, chief of the commission's science and technology section, coordinated the seminar.

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**United Nations Department for Development Support and Management Services**

Room DC2-1111, New York, NY 10017

*One-year grant of \$100,000 toward the Coordinated African Program of Assistance on Services, a joint program with the United Nations Conference on Trade and Development*

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The global service sector is the fastest growing segment of international trade. For developing countries to benefit from this trend, they will need a clear understanding of their own service sector and how to increase its domestic and export productivity.

The United Nations Conference on Trade and Development is the main U.N. agency for strengthening trade and technological progress in developing countries. In 1992 it organized the Coordinated African Program of Assistance on Services, which is managed by the U.N. Department for Development Support and Management Services and funded by the International Development Research Centre, the French government, and the Corporation. In the program's first phase, national research teams assessed the needs, constraints, achievements, and potential of the service sector in Benin, Burundi, Ghana, Guinea, Kenya, Nigeria, Senegal, Tanzania, Uganda, and Zimbabwe.

Under this grant, three specialists in development economics and economic trade—Thierry Noyelle, Marcel Namfua, and Norbert Lebalé—coordinated follow-up studies in the ten countries. Four service sector components were analyzed: transportation, financial services, telecommunications, and skilled labor. The studies are expected to suggest needed reforms of policies regarding the service sector and to enhance the negotiating strategies of countries participating in multilateral negotiations on trade in services.

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**University of Cape Town**

Private Bag, Rondebosch 7700, South Africa

*Twenty-six-month grant of \$200,000 toward a collaborative support program for the development of science and engineering capacity in selected African institutions*

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**African Academy of Sciences**

P.O. Box 14798, Nairobi, Kenya

*One-year grant of \$100,000 toward a foundation for science and technology in Africa*

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Until recently, South Africa was politically isolated from the rest of Africa and the Western democratic nations. With the end of apartheid and the restoration of democratic governance, the country can now participate fully in regional partnerships to foster socioeconomic development on the continent.

In 1994 the Rockefeller Foundation awarded a challenge grant to the University of Cape Town to strengthen its collaboration in science and engineering with other institutions in southern and eastern Africa. The funds are supporting postgraduate fellowships, short courses, and research exchanges for eleven scholars from Botswana, Kenya, Tanzania, Zambia, and Zimbabwe. This grant matching Rockefeller's is aimed at providing institutional support to the university's participating partners. In addition to enabling these institutions to purchase computer software and library materials, funds are providing research supervision for the fellows while they are at the university and research support when they return home.

The scholars were selected by a six-member international steering committee composed of the vice chancellors of three of the collaborating institutions and three research leaders from the University of Cape Town. David Woods, deputy vice chancellor for research at the university, coordinates the project.

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Corporation grants since 1991 have funded efforts by the African Academy of Sciences to establish an independent foundation to promote science-based development in Africa. In 1994, at the academy's second presidential forum, ten African heads of state ratified the charter of the African Foundation for Research and Development (AFRAND). The aim is to encourage scientists and private sector representatives to collaborate in translating research results into technologies and social services in support of economic and social development.

A central fund-raising strategy in AFRAND's work is the use of "debt-for-science swaps" between individual African debtor countries and their creditors. AFRAND will negotiate conversion of a small proportion of Africa's external debt in the secondary financial markets to support scientists, managers, and investors in African research, industry, and development. Participation is open to member states of the Organization of African Unity and the United Nations Economic Commission for Africa and to bilateral and multilateral institutions and private foundations. This grant is enabling academy president Thomas R. Odhiambo and colleagues to negotiate with national chambers of commerce and professional associations about areas of collaboration. They are also negotiating the African Development Bank's investment and management of AFRAND's trust funds. After the negotiations are concluded, personnel, financial, and procurement manuals for the foundation will be prepared.



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**New York Academy of Sciences**

2 East 63rd Street, New York, NY 10021

*Two-year grant of \$200,000 toward a project on U.S. and international experience in science-based economic development*

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**T**he attainment of such social goals as economic growth and improved health and housing is largely dependent on the ability to benefit from science and technology. In 1994, with Corporation funding, the New York Academy of Sciences launched a series of case studies documenting the experiences of seven U.S. states — Georgia, Kansas, Kentucky, Louisiana, Maine, Montana, and Oregon—in formulating science and technology policies to fuel much-needed economic development. In each state a coalition of corporate leaders, academicians, and legislators worked together to link science and technology policymaking with economic policymaking.

At an international science and technology policy forum in April 1996, representatives of the public, private, and academic sectors will review the practical implications of the case studies for public policy, private initiative, and economic expansion in developing countries. Issues particularly relevant to Africa will be addressed at a subsequent forum. The results of the case studies and the forums will be published in a volume of the *Annals of the New York Academy of Sciences* and in the academy's bimonthly periodical, *The Sciences*. Rodney W. Nichols, chief executive officer of the academy, and Susan U. Raymond, its policy director, are coordinating the project. This grant renews support.

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**United Nations Economic Commission for Africa**

Pan African Development Information System, P.O. Box 3001, Addis Ababa, Ethiopia

*One-year grant of \$150,000 toward a program to promote information exchange in Africa*

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**T**he Pan African Development Information System (PADIS), a subprogram of the United Nations Economic Commission for Africa, was created in 1980 to promote computer-based information systems in support of social, economic, scientific, and technological development in Africa. PADIS cooperates with staff members of ministries of planning and development, with statisticians, and with information specialists in the attempt to strengthen African institutions' capacity to collect, store, and use data on development. Particular attention is devoted to the training of specialists, the exchange of information among countries, and the use of common norms and standards for handling information.

In 1987 PADIS established a committee on the standardization of information and documentation systems. Membership is open to commission-sponsored institutions and regional, sub-regional, or national institutions in Africa. The technical work of the committee is conducted by six subcommittees, each focusing on one issue. These range from the selection of computer hardware to mechanisms for electronic networking. With renewed support, committee members are finding solutions to problems of information handling in the region and formulating guidelines for promoting the adoption of these solutions as standards for information exchange. PADIS officer-in-charge Nancy J. Hafkin supervises the project.



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**Association of African Universities**

P.O. Box 5744, Accra-North, Ghana

*One-year grant of \$100,000 for the collection and dissemination of science and technology information produced in African universities*

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**W**ith Corporation support, the Association of African Universities in 1992 developed a program to provide information on science and technology research to member universities and other institutions of higher education around the world. The program also promotes scientific and technological linkages among the universities and between them and the private sector in their respective countries.

Under the current grant, the association is creating a mechanism for disseminating information on science and technology research results from universities and similar institutions. Experts in information science from fifteen universities will develop, test, and validate instruments for the collection of information and will create a prototype database. Two publications will be produced: an inventory of new technologies and a newsletter updating entries in the database and describing the association's program and other science and technology information initiatives around the world.

Heading the project is Akilagpa Sawyerr, the association's director of research.

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**Kenya Medical Research Institute**

P.O. Box 54840, Nairobi, Kenya

*Three-year grant of \$167,000 for an information management system*

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**T**he Kenya Medical Research Institute was established in 1979 as a clinical research center of the University of Nairobi Medical School. Since then it has expanded to become an internationally recognized site for basic research in the biomedical sciences and applied research in epidemiology and the social sciences. Staff members number about 1,200, of whom 450 are scientists and technicians.

With earlier Corporation support, the institute enhanced its information management systems. It reorganized data processing practices and priorities, strengthened the exchange of information within and outside its eight research centers, upgraded library and documentation facilities, and established in-house desktop publishing. The institute regularly issues the proceedings of Kenya's annual medical scientific conference and has launched a quarterly publication, the *African Journal of Health Sciences*.

This grant is enabling the institute to consolidate these gains as it gradually assumes responsibility for maintaining the system. It plans to acquire additional microcomputer hardware and software, link its facilities in a local area network, and expand its dissemination of databases and training materials. The institute is holding training workshops for its scientists on user-group applications under the supervision of senior research officer James N. Muttunga.

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**American Association for the Advancement of Science**

1333 H Street, N.W., Washington, DC 20005

*One-year grant of \$533,000 toward a program to strengthen the scientific and technological infrastructure in sub-Saharan Africa*

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**T**he Sub-Saharan Africa Program of the American Association for the Advancement of Science has two goals: to improve African scientists' and policymakers' access to scientific information and to increase the visibility in the United States of scientific and science policy developments in Africa. The Corporation has provided support since 1987.

Under the direction of Amy Auerbacher Gimbel, the program distributes 200 journals to more than 150 institutions in thirty-eight African countries. In addition, it evaluates databases and the utility of CD-ROMS (compact disks for read-only memory) for meeting African research needs. It also produces two semiannual newsletters—one reporting on issues and events relevant to African research libraries, the other giving information on using CD-ROM products and publications. Renewed support covered these activities and two workshops. At the first workshop, end users and librarians explored ways to improve the coverage of African research in international databases; at the second, representatives of African and American libraries examined African users' needs for larger collections in the social sciences and humanities.

Additional support for the program comes from the Ford and Rockefeller foundations, the U.S. Agency for International Development, the United Nations Educational, Scientific and Cultural Organization, and the International Development Research Centre.

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**National Academy of Sciences**

Board on Science and Technology for International Development, 2101 Constitution Avenue, Washington, DC 20418

*One-year grant of \$150,000 for preparation of case studies and fact sheets on science and technology information systems in Africa*

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**S**ince its founding in 1969 by the National Academy of Sciences, the Board on Science and Technology for International Development has managed programs aimed at improving systems for electronically disseminating scientific and technological information within and among developing countries. Current systems include databases, local area networks, the Internet, CD-ROMS, and desktop publishing. In 1989 the Corporation awarded the first of several grants under which the board has reviewed the planning, design, and management of these systems in selected African countries. Funding has also enabled the board to work with African universities and scientific institutions to evaluate their database management, library development, and scientific publishing and the role that new technologies can play in supporting these.

In 1994 the board began producing a series of *Technology Fact Sheets*, written in nontechnical language for policymakers, describing information and communication technologies and how they can be used to promote scientific efforts on behalf of development. Renewed funding supports a continuation of this work. The board is commissioning ten case studies detailing the successes of Corporation-supported information systems in Africa and remaining barriers to their implementation. These will be published as a volume by the National Academy Press. Directing the work is Wendy D. White, manager of the board's information services.



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**Council on Health Research for Development**  
United Nations Development Programme,  
Palais des Nations, CH-1211 Geneva 10,  
Switzerland

*Two-year grant of \$200,000 toward essential  
national health research in sub-Saharan  
Africa*

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**T**he nongovernmental Council on Health Research for Development was established in 1993 to implement the recommendations made in 1990 by the independent, international Commission on Health Research for Development. The commission concluded that every country, no matter how poor, should have a health research knowledge base that would enable it to understand its own problems and determine how best to allocate scarce resources. The commission recommended that countries adopt "essential national health research," a strategy by which policymakers join forces with researchers and health care providers to analyze local and national health problems and set priorities for delivering health care.

The Geneva-based council, whose activities are coordinated by medical sociologist Yvo Nuyens, works to increase international support for essential national health research and facilitates and evaluates its implementation in individual countries. Thirty-seven countries are completing their own national health research plans. In addition to holding national conventions and sponsoring roundtable meetings with donors and international organizations, the council is fostering establishment of a network through which individual countries can share experiences. The council's governing board consists of leading health researchers and policymakers from developing and industrialized countries. This renewal grant joins funding from bilateral donor assistance agencies and other foundations.

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**American Association for the Advancement  
of Science**

1333 H Street, N.W., Washington, DC 20005

*One-year grant of \$150,000 toward a symposium on science in Africa*

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**S**ince 1991 the Sub-Saharan Africa Program of the American Association for the Advancement of Science (AAAS) has received Corporation support for two types of meetings on science in Africa. At symposia on scientific developments in the continent, African scientists present their work to U.S. scientists, science and technology policy experts, and journalists. The program also sponsors roundtables in Washington, D.C., at which policymakers, development specialists, and representatives of donor organizations and technical assistance agencies discuss issues in science and technology. The symposia and the policy roundtables have resulted in book-length publications that regularly reach large audiences in the United States and in African countries.

This grant provided funding for two meetings in 1995, both organized by Amy Auerbacher Gimbel, director of the program. A symposium held at the AAAS's annual meeting in February 1995 addressed the topic of essential national health research. Case studies illustrating the elements of the strategy and highlighting its successful application in Africa were presented. These were supplemented by a policy roundtable for the African presenters and representatives of private, national, and international organizations focusing on medical issues and health policy.



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**Harvard University**

Harvard School of Public Health, 665  
Huntington Avenue, Boston, MA 02115

*One-year grant of \$100,000 toward an international executive seminar for senior health policymakers*

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**H**arvard University's International Health Leadership Forum was founded to promote the establishment of science-based health policies in developing countries. The forum conducts week-long seminars for cabinet-level health officials combining instruction in management and policy analysis with an introduction to essential national health research, a framework for setting priorities on health concerns (see grants on p. 90). Computer training, videotapes, case studies, and small group discussions supplement readings and lectures. Michael R. Reich, a professor of international health policy at Harvard's School of Public Health, directs the program; Karin A. Dumbaugh, a lecturer in health policy and management at the school, is senior manager.

Earlier Corporation grants enabled Harvard to plan, test, and evaluate the seminars. This grant supported the third seminar in the series, held in June 1995. Participants included health ministers and secretaries from Latin America. The forum has also received support from the Kaiser Family Foundation.

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**University of Cape Town**

Rondebosch 7700, South Africa

*One-year grant of \$50,000 toward dissemination in Africa of an international report on mental and behavioral health*

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**A**lthough child survival and adult longevity have improved in industrialized and developing countries in recent decades, this period has seen a rising incidence of substance abuse, suicide, unprotected sex, and violence against children, women, and the elderly. In 1992 the Corporation supported a Harvard University study of the scope, magnitude, sources, and societal effects of behavioral and mental health problems in the developing world and their implications for health and development policy. Under the direction of Arthur Kleinman, chair of the department of social medicine at Harvard Medical School, the research team produced a report of its findings and recommendations, *World Mental Health: Problems and Priorities in Low-Income Countries* (Oxford University Press, 1995).

Mamphela Ramphele, a medical anthropologist who is now vice chancellor-designate at the University of Cape Town, served as an advisor to the report. With this grant, she hosted a three-day conference at the university in October 1995 to launch its dissemination in southern Africa. Experts in mental and behavioral health, traditional healing, family welfare, law, and special education are using the report as the basis for assessing the effectiveness of relevant services and training in their countries. The conference, which resulted in a policy statement on mental health in South Africa, is expected to lay the groundwork for the preparation of similar documents for other countries in the region.

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**Pan-African Association of Anthropologists**

B.P. 1862, Yaoundé, Cameroon

*Two-year grant of \$75,000 toward a network of medical anthropologists in Africa*

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**A**mong the aims of the Pan-African Association of Anthropologists are reducing the isolation of young anthropologists working in Africa and promoting their training and career development. Created in 1989 by Paul Nchoji Nkwi, an anthropologist at the University of Yaoundé, Cameroon, the association enables its 350 members to communicate regularly through periodic meetings, a quarterly newsletter published in English and French, annual conferences, and affinity and specialty groups, such as the Network of African Medical Anthropologists. The goal of this network is to train medical anthropologists—scientists who study the effect of social and cultural characteristics on the health of populations—to devise and implement informed health policies and programs.

With Corporation funds, the association has trained recently qualified medical anthropologists in research methodology and established an electronic-mail network that transmits health data, publications, and messages. The network links medical anthropologists at universities in Benin, Cameroon, Ghana, Kenya, Mali, Nigeria, and Tanzania. This grant supports additional workshops and the extension of the network to universities in Botswana, Côte d'Ivoire, Togo, and Uganda. Each new site will be furnished with computer equipment and subscriptions to electronic databases and journals, and consultants will offer technical assistance in installation and maintenance.

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**McMaster University**

1200 Main Street West, Hamilton, Ontario  
L8N 3Z5, Canada

*Fifteen-month grant of \$35,000 toward research on the capacity in Africa for interdisciplinary research and training in the health and social sciences*

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**H**ealth policymakers are increasingly aware that social, economic, cultural, and psychological conditions affect human health and well-being and that such conditions, along with medical issues, must be considered in the formulation of health programs. For several years, the Corporation has supported efforts to increase the number of researchers and policymakers in Africa whose approach to understanding and solving health problems links the health sciences with the social sciences.

With this grant, Dennis G. Willms, an associate professor in the department of clinical epidemiology and biostatistics at McMaster University, assessed interdisciplinary training and research programs in Africa and their prospects for success. Willms first reviewed the recent literature on capacity building in the health and social sciences and interviewed researchers and academicians who have established and participated in interdisciplinary programs in North America, Europe, and Africa. From this research, he characterized successful programs and recommended ways of decreasing their reliance on external support. A summary of his findings is being disseminated to donors, grantees, government ministries, nongovernmental education and health organizations, and international agencies.



**Fundación Mexicana para la Salud**

Periférico Sur 4809, Col El Arenal Tepepan,  
Deleg Tlalpan, Mexico, D.F. Mexico

*One-year grant of \$700,000 toward support  
and strengthening of health resources and  
philanthropy in Mexico*

**World Health Organization**

CH-1211 Geneva 27, Switzerland

*Eighteen-month grant of \$150,000 toward a  
global commission on women's health*

The Fundación Mexicana para la Salud, or Mexican Foundation for Health, was created by medical, scientific, and business leaders in 1985 with Corporation support. The foundation, whose president is public health specialist Guillermo Soberón, aims to mobilize private funding for health research and promote the application of science and technology toward improved health in Mexico. With regional and state chapters and an independent governing council whose members represent a broad range of disciplines, it has developed into a full-fledged grant-making organization.

A published analysis of the foundation's institutional development has been shared with institutions in Mexico and abroad. Other major endeavors to date include the support of forty-seven field research projects in maternal and child health and a study by its Center for Health and the Economy regarding the allocation of public and private resources in health. The research results are being used by Mexico's ministries of health and finance as the basis for redefining the financing of health care.

With this grant, the foundation is supporting further maternal and child health grants and evaluating the utilization of completed studies. It is also expanding the center's economic and epidemiologic databases. The foundation's publications are prepared in English and Spanish; a program is being designed to distribute them in Canada, the United States, and English-speaking countries in the Caribbean.

This grant renews support for the Global Commission on Women's Health, an independent, multidisciplinary body composed of high-ranking governmental and non-governmental officials, two-thirds of them women. The commission was created by the World Health Organization (WHO) in 1993. Its mandate is to advocate intersectoral strategies to improve women's health.

In pursuit of this goal, the commission highlights the impact of low social and legal status and educational levels on women's health worldwide. The focus is on six areas: nutrition, reproduction, violence, aging, lifestyle, and work. Under the direction of Aleya El-Bindari Hammad, executive administrator for health policy in development at WHO, staff members of the secretariat coordinate the synthesis of data on these subjects into country and regional profiles, pamphlets, posters, and videotapes. The materials are disseminated at commission-sponsored media roundtables and conferences. They are also circulated at major global meetings—including the 1993 World Conference on Human Rights, the 1994 International Conference on Population and Development, and the 1995 World Summit on Social Development—thus ensuring that official conference declarations reflect the commission's perspectives. The work culminated in a symposium on women's health at the United Nations Fourth World Conference on Women, held in Beijing in September 1995.



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**Columbia University**

Center for Population and Family Health, 60  
Haven Avenue, B-3, New York, NY 10032

*One-year grant of \$400,000 toward research  
and training on maternal health in sub-  
Saharan Africa*

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**C**omplications of pregnancy and childbirth are the leading cause of death and disability among women in developing countries. In Africa, one out of every twenty-one women will die from such complications.

Earlier Corporation grants enabled the Prevention of Maternal Mortality program at Columbia University's Center for Population and Family Health to establish and advise a community-based operations research network in West Africa. The network's eleven research teams, based at local universities in Ghana, Nigeria, and Sierra Leone, have developed effective, sustainable, and replicable interventions to reduce maternal mortality in the region. Each team includes a nurse-midwife, an obstetrician, a public health physician, and a social scientist. Over the past six years, the teams have identified the greatest constraints to improving maternal health in their district and designed actions to overcome these barriers. Interventions aimed at improving women's access to medical care at the time of delivery have included the conversion of an empty warehouse in a rural village into a health center and the use of radios between a village and a hospital.

Columbia epidemiologist Deborah Maine directs the program, which is also supported by the John D. and Catherine T. MacArthur Foundation. This grant is enabling Maine and her colleagues to work with the teams to prepare their research results for presentation at an international conference in Accra, Ghana, in June 1996.

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**University of the Witwatersrand**

P.O. Box 1038, Johannesburg 2000, South  
Africa

*Two-year grant of \$125,000 toward research  
and policy development on women's health*

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**D**espite the historic changes occurring in South Africa in recent years, black women in that nation remain economically and socially disadvantaged. This fact is reflected in their poor health and the poor health of their families. The infant mortality rate of black South Africans is more than six times that of whites.

In 1991 the Centre for Health Policy at the University of the Witwatersrand founded the Women's Health Project to increase attention in South Africa to women's health and social status. The project, directed by Barbara Klugman, has created a network of 600 researchers and activists working on women's health issues. With Corporation funds, the project has conducted policy research based on data obtained during health education workshops held for women's groups. Through these workshops, many participants have, in addition to furnishing useful information, gained the skills and confidence to assess their own health problems and advocate policies to meet their need for services.

This grant is enabling staff members to complete their research on desired health service changes. They are also preparing policy papers and a women's health handbook for use by women's groups. These and other materials will form the basis of a resource center on women's health. The project is also supported by Oxfam England and Canada, the International Development Research Centre, Interfund, and UNICEF.

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**Kenya Medical Women's Association**

Kodi Road, P.O. Box 49877, Nairobi, Kenya

*Eighteen-month grant of \$100,000 toward a needs assessment for an African women's health network*

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**World Health Organization**

CH-1211 Geneva 27, Switzerland

*Fourteen-month grant of \$100,000 toward maternal health activities*

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**T**he Kenya Medical Women's Association, an affiliate of the Medical Women's International Association, is a non-governmental organization whose members are medical and dental practitioners seeking to improve health care for women and children throughout the country. In addition to providing health services, they advocate changes in policies affecting women's health. Rachel Rukaria-Kaumbutho is chair.

In 1993 the association organized a regional meeting of practitioners and advocates from twenty-one African countries that focused on ways to ensure that policymakers are aware of women's principal health concerns, including family planning, cervical cancer, and AIDS and other sexually transmitted diseases. Among the strategies recommended at the meeting was the establishment of a network that could help African women share information on health issues.

This grant is enabling the association to survey organizations concerned with women's health to assess the need for and possible structure of such a network. A research coordinator is identifying existing networks in Africa, determining how they are structured, analyzing their strengths and weaknesses, and suggesting ways they could be improved. The findings of the assessment and the recommendations emerging from an association-sponsored meeting of women's health providers and advocates will be disseminated through a written report to the organizations that participated in the survey.

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**T**he Corporation has previously supported the Safe Motherhood Initiative, led by the World Health Organization and other international agencies. The aim of this worldwide program is to reduce the number of women dying or becoming ill from complications of pregnancy and delivery and the number of newborn deaths. WHO's maternal health and safe motherhood program publicizes the nature and causes of maternal morbidity and mortality to policymakers, journalists, and the general public through its educational materials. It also produces training materials for practitioners and evaluates health ministries' training programs.

Under this final grant, WHO worked with interested countries to develop national plans focusing on a minimum set of maternal and child health services that should be provided by communities, health centers, and district hospitals. The services include the provision of folic acid during pregnancy, emergency care for obstructed labor, and treatment for postpartum bleeding. Program staff members led by Tomris Türmen, director of the division of family health, prepared guidelines for use by health policymakers in estimating the facilities and personnel needed to implement the services. WHO also disseminated midwifery training materials and continued its collaboration with the International Federation of Gynaecology and Obstetrics to ensure that obstetrical specialists are aware of cost-effective measures that can lessen maternal and neonatal death.



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**World Health Organization**

CH-1211 Geneva 27, Switzerland

*Nine-month grant of \$50,000 toward a feasibility study of a resource center on women's health*

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Staff members of the maternal health and safe motherhood program of the World Health Organization have collected a wealth of information about the extent and causes of high rates of death and complications from pregnancy and childbearing. They are now exploring the feasibility of building on these data to establish an international resource center covering the health of women across the entire life span. The center would help WHO extend its international advocacy and technical support on maternal health to other women's health issues, including nutrition, environmental health, and substance abuse. The center would be located in the division of family health, which is directed by Tomris Türmen.

With this grant, staff members assessed existing data on women's health within WHO and other United Nations agencies for completeness and scientific validity. From their review, they will determine whether a resource center is needed and, if so, what kind of information would be collected and how to make it accessible to the widest possible audience. If their conclusions are positive, they will seek long-term support for the center from multilateral and private donors.

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**African Academy of Sciences**

P.O. Box 14798, Nairobi, Kenya

*Two-year grant of \$213,500 toward administration of a research grants program in female education in Africa*

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Correlations between women's educational levels and national development are increasingly well documented. Yet in most countries in Africa, although girls enroll in primary school at roughly the same rate as boys, they subsequently drop out in larger numbers. As a result, female high school completion rates are low. Moreover, girls are not encouraged to follow educational courses that will enable them to enter the formal employment market.

Previous Corporation support enabled the African Academy of Sciences to award competitive grants and commission studies on African girls' education. An advisory committee of African scholars, policymakers, and nongovernmental leaders guides overall program policy setting, and a technical committee of researchers from the continent selects proposals and disseminates research results. The aim is to identify the reasons for the different school enrollment, retention, and achievement levels of boys and girls. The academy has commissioned two other types of studies on women's education: literature reviews and the development of methodological frameworks for research. Katherine Namuddu, an education expert with the Rockefeller Foundation in Nairobi, is heading the program.

This grant joins support from UNICEF, governments, and other foundations.



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## African Women's Development and Communication Network

P.O. Box 54562, Nairobi, Kenya

*One-year grant of \$100,200 toward coordination of participation by African nongovernmental organizations in the United Nations Fourth World Conference on Women*

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**T**he African Women's Development and Communication Network was founded to implement the recommendations of the 1985 United Nations World Conference on Women, held in Nairobi, Kenya. The network, chaired by Njoki Wainaina, comprises representatives of nongovernmental organizations in twenty-four African countries. In 1992 it assessed the needs of member groups working on women's development issues in Africa. The results were used to prepare its three-year plan of action.

In 1993 the network was chosen by African nongovernmental organizations to serve as the regional coordinator for African involvement in the United Nations Fourth World Conference on Women, held in September 1995 in Beijing. The network's African regional steering committee oversaw all preparatory activities for the conference; its newsletter, *Our Rights*, offered monthly updates on planning; and a forum for women's media groups enabled them to develop a public-relations strategy.

With renewed Corporation funding, the network strengthened its efforts to publicize the Beijing meeting and increase the number of women who attended. An information and communications officer created a comprehensive database of nongovernmental organizations working on women's development, thus reaching groups not currently part of the network. The officer also prepared and disseminated the newsletter and worked with media groups to report on the conference.

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## World Health Organization

CH-1211 Geneva 27, Switzerland

*Two-year grant of \$226,000 toward improving health through women's functional literacy and intersectoral action*

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**C**orporation grants since 1987 have enabled the World Health Organization to implement intersectoral projects aimed at improving the health of very poor rural women in Ghana, Nigeria, Zambia, and Zimbabwe. The projects illustrate the role that functional literacy and economic activities can play in enhancing the well-being of vulnerable groups.

In each country, local WHO teams have organized classes in literacy and numeracy. Using newly acquired skills, women have created income-generating projects such as corn grinding and a commercial garden and have engaged in community activities such as building schools and latrines. Most of the teams have been able to mobilize local resources for the projects; all have documented improvements in women's health.

WHO's technical support is coordinated by Aleya El-Bindari Hammad, executive administrator for health policy in development. Under this grant, WHO staff members are working with the teams to ensure that the project activities are sustained. The teams are drawing on the results of their own internal reviews and of a 1992 Corporation evaluation to plan ways of overcoming barriers to the implementation of the projects. The focus is on expanding women's access to credit; offering them training in business management; and addressing problems in transportation and water supply. Exchanges between country teams are enabling members to benefit from each other's experiences.

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**University of Cape Town**

Private Bag, Rondebosch 7700, South Africa

*One-year grant of \$183,300 toward a research and policy institute on women's issues*

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**Women's Development Foundation**

P.O. Box 31028, Braamfontein 2017, Johannesburg, South Africa

*Two-year grant of \$250,000 toward policy symposia*

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**T**hroughout Africa, women are underrepresented in senior policymaking positions in almost every institutional setting. In 1991 the University of Cape Town established the Equal Opportunity Research Project to investigate the access of South African women and blacks to education. Among the project's undertakings was a study of sexual harassment, which led other universities in South Africa for the first time to conduct similar research and design programs to combat it. The project was spearheaded by Mamphela Ramphele, vice chancellor-designate at the university.

Under this grant, the project is developing a women's leadership institute, where researchers will spend short-term fellowships working on gender issues. In addition, each year the institute will choose a topic and award short-term fellowships to African men and women who wish to study it. At the end of the fellowship period, the researchers will present their findings at an international symposium.

At the core of the institute's program will be a resource center on gender inequities in Africa. As a first step in establishing such a center, the university is conducting an audit of the people and institutions involved in gender research on the continent and identifying other resource centers with which the institute can work.

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**U**nder apartheid, black South African women were legally defined as minors and their concerns tended to be neglected by policymakers. Since successfully holding democratic elections in 1994, the country has been engaged in a process of recovery and reconstruction. For this process to be successful, women must be active participants.

The Women's Development Foundation was founded in 1992 by a group of prominent black South African women leaders to create institutions through which women could participate in continuing debates over social policies. Earlier Corporation grants enabled the foundation to formulate a three-year plan of operation, consult with women's groups to shape its agenda, and encourage women to run for office in the 1994 elections. With renewed funding, the foundation is organizing a series of policy symposia for government officials and provincial and national members of parliament. Participants will analyze the implications for women of certain elements of the government's Reconstruction and Development Programme, a blueprint for economic and social development in South Africa. Following each symposium, foundation staff members will produce a conference report for distribution to the general public.

Ellen N. Kornegay directs the foundation, which also receives support from the Swedish International Development Agency, the U.S. Agency for International Development, and the Ford Foundation.



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**Women's National Coalition**

Suite 3609, Carlton Office Towers,  
Commissioner Street, Johannesburg 2001,  
South Africa

*One-year grant of \$100,000 toward a project to secure equality for women in a new constitution for South Africa*

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In 1992, seventy South African women's organizations that cut across political and racial lines came together to launch the Women's National Coalition. Their aim was to ensure that women and their perspectives would be included in the party conferences that were negotiating an interim constitution for South Africa. With Corporation support, the coalition organized a research effort and a media campaign to draft a charter on women's rights, the *Women's Charter for Effective Equality*. The charter, which sets out a detailed program in the public and private spheres, was adopted at a national convention of the coalition in 1994. The charter was presented to South Africa's parliament in June 1995 for use in drafting the final constitution.

This grant supports dissemination of the charter throughout South Africa and its translation into local languages. Building on media strategies tested during the charter's development—appearances on radio talk shows, advertising in popular magazines, preparation of pamphlets, and convening of workshops—the coalition will use the document as a way to maintain public awareness of women's concerns. Coalition staff members, led by convenor Jean Ngubane, are also encouraging public discussions about how the charter's principles can be integrated into the government's Reconstruction and Development Programme.

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**University of the Witwatersrand**

Private Bag 3, Wits 2050, Johannesburg,  
South Africa

*Two-year grant of \$250,000 toward research on gender issues by the Centre for Applied Legal Studies*

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Although South Africa is subject to immense internal and external pressures to confront its history of racial inequality, discrimination against women has only recently come under discussion. One group addressing the issue is the Gender Research Project at the Centre for Applied Legal Studies at the University of the Witwatersrand. The project, which was established in 1990 with support from the Corporation and the Ford Foundation, is directed by constitutional lawyer Catherine H. Albertyn.

A centerpiece of the project is its constitutional law research. Center staff members have analyzed other countries' constitutional provisions concerning women, the enforcement of these provisions, and their effectiveness in protecting against discrimination on the basis of sex. Complementing this work is the center's research and advocacy in two other areas: gender inequality in the workplace and customary laws that limit women's rights in property, inheritance, and family law.

Under this grant, the center is continuing these activities and extending its research and advocacy to the realm of access to justice. Project staff members are holding educational workshops for women's organizations, labor unions, community organizations, and human rights groups and producing proposals for legal reform. The proposals will be disseminated to members of the constitutional assembly responsible for drafting South Africa's final constitution, which is expected by April 1996.



**Women and Law in East Africa**

c/o Faculty of Law, University of Nairobi, P.O. Box 30197, Nairobi, Kenya

*Two-year grant of \$150,000 toward research on women's legal rights in Kenya, Tanzania, and Uganda*

In many African countries, laws and practices continue to limit women's access to services and resources that would make them full partners in social and economic development. However, because the full extent of these inequities remains undocumented, strategies to redress them have not been formulated or implemented.

Women and Law in East Africa is a regional research project that was established in 1992 to document the legal treatment of women in Kenya, Tanzania, and Uganda, three countries with the same type of legal system. In addition to examining the extent to which laws affect women, the project trains its investigators, many of whom are lawyers, in social science field research methods relevant to the study of women. This grant is enabling a research team from each of the three countries to carry out a series of studies of statutory and customary laws on inheritance and succession. The work, which is directed by regional coordinator Janet Kabeberi-Macharia, was completed in late 1995. Findings are being disseminated to women's rights groups and policymakers.

Support also comes from the Ford Foundation and the Swedish Agency for Research Cooperation with Developing Countries. The project aims eventually to become a permanent regional research group.

**Africa Leadership Foundation**

P.O. Box 2286, Abeokuta, Ogun State, Nigeria

*Two-year grant of \$400,000 toward support of the Africa Leadership Forum*

Free elections are a major step in a nation's transition to democracy. Yet democratic governance also requires responsible leadership, strong democratic institutions, full participation of all members of society, and institutional arrangements for peaceful management of conflict.

The Africa Leadership Forum of the Africa Leadership Foundation, founded in 1988, educates African policymakers about ways to solve problems of development. It also undertakes missions to developing and industrialized countries to raise leaders' awareness of economic and political issues in Africa. A mission to Zimbabwe resulted in the creation of a cabinet-level committee there to review the forum's recommendations on agriculture; one to Russia led to joint programs with the Institute of African Studies at the Russian Academy of Sciences. With renewed support, the forum is addressing issues of conflict management in Africa. Plans include meetings for African parliamentarians and representatives of nongovernmental organizations and the media that will focus on security, development, and cooperation. The forum continues to organize roundtables for potential leaders in business, the military, and the civil service.

Olusegun O. Obasanjo, former head of state of Nigeria and forum chair, has been imprisoned by Nigeria's military government on unproven charges. During his absence, Hans d'Orville, president of the foundation, is managing the forum's activities.

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**African Association of Political Science**

4 Deary Avenue, Belgravia, P.O. Box MP 111,  
Mount Pleasant, Harare, Zimbabwe

*Ten-month grant of \$50,000 toward institu-  
tional strengthening*

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**A**t a meeting on transitions to democracy in Africa that was held at the Corporation in 1994, participants emphasized the need to synthesize the knowledge generated by African scholars before undertaking further research. They also recommended building linkages among existing research and policy networks in order to strengthen African scholarship in this broad field.

The African Association of Political Science, founded in 1973, has three program areas. It carries out interdisciplinary research on politics and public policy in Africa, disseminates information relevant to the development of a democratic culture, and offers technical expertise to governments and nongovernmental organizations in human resources management, policy analysis, and conflict resolution.

Under this grant, the association's national chapters are endeavoring to strengthen linkages among policymakers, researchers, and the public by holding forums on democratization and related issues. In addition, deputy president Georges Nzongola-Ntalaja is working with the Organization of African Unity (OAU) to build partnerships between African political scientists and policymakers. Particular attention will be devoted to strengthening the OAU's conflict resolution mechanism. Finally, the association's permanent headquarters are being transferred from Nairobi to Harare and its quarterly newsletter is being issued in French and Arabic as well as in English.

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**Commonwealth Local Government Forum**

35 Great Smith Street, London SW1P 3BJ,  
United Kingdom

*One-year grant of \$50,000 toward case stud-  
ies on local governance in sub-Saharan Africa*

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**I**n meetings of Commonwealth heads of government held in 1991 and 1993, participants committed themselves to promoting democracy, human rights, the rule of law, an independent judiciary, and fair government. To focus on the development of democratic processes in villages and townships in the Commonwealth's fifty-one member countries, the Commonwealth secretariat in 1994 established the Commonwealth Local Government Forum. Carl Wright is director.

This grant enabled the forum to identify current trends and requirements in local governance in African villages and townships. Two sets of case studies were conducted by indigenous researchers and practitioners. The first, in countries with a well-defined policy of democratization and decentralization—Botswana, Ghana, Uganda, and Zimbabwe—produced comparative data on current experiences. The second set focused on Malawi, Sierra Leone, Swaziland, and Tanzania, which are undergoing or are likely to undergo major constitutional and administrative changes. These studies offer an overview of the reform process and guidance for donor assistance in strengthening local government. The forum addressed the results of the studies at a roundtable on democratization and decentralization, held in June 1995 in Harare, Zimbabwe, and at national meetings.

Other donors include the Commonwealth secretariat, the British Overseas Development Administration, and the Canadian International Development Agency.



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**International Peace Academy**

777 United Nations Plaza, New York, NY  
10017-3521

*One-year grant of \$100,000 toward conflict management in Africa*

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**A**s a complement to the Africa Leadership Forum's efforts to enhance leadership for peace and democracy in Africa, the International Peace Academy in 1992 developed a conflict management program for the Organization of African Unity (OAU). The program's endorsement at an OAU summit marked the first time that African governments had accepted the organization's multilateral role in the settlement of intrastate, along with interstate, conflicts.

This grant is enabling the academy, led by Olara A. Otunnu, to plan a consultation on the OAU program for representatives of nongovernmental agencies and the private sector. The aim is to generate a grassroots network of support for the program and for other attempts to manage conflict in Africa.

The academy is also assessing opportunities for African regional organizations to become more involved in peacemaking. A working group of experts from African and donor countries is creating a conceptual framework allowing the OAU to shoulder responsibility for peace operations in Africa in addition to carrying out its preventive role. Lessons will be drawn from similar peace operations doctrines being developed by the North Atlantic Treaty Organization.

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**Institute of International Education**

809 United Nations Plaza, New York, NY  
10017-3580

*One-year grant of \$131,000 toward research by Joseph N. Garba on peacekeeping and peacemaking in southern Africa*

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**I**n southern Africa, some societies have undergone peaceful and stable democratic transitions; others, however, have been prevented by insurrections from accomplishing this. Such a mix offers a useful basis for comparing experiences on the path to democracy.

Grants from the Corporation and the Ford Foundation have supported Joseph N. Garba's project to assess the theoretical and practical challenges of peacekeeping in southern Africa since the end of the Cold War. Garba is a former foreign minister of Nigeria, ambassador to the United Nations, and president of the U.N. General Assembly. In the first of two conferences that he organized, case studies outlined the future role of the military in each country in the region in light of impending changes in South Africa. The second conference, held in anticipation of that nation's first democratic elections, focused on restructuring security forces and disarming civilians. Publications from both meetings were circulated widely in South Africa before the elections.

With renewed funding for the project, Garba is convening smaller meetings in South Africa to explore the optimum deployment of military-security forces in post-apartheid southern Africa. He will prepare a set of policy recommendations for major decision makers and, with colleagues in the region, determine the most effective way to institutionalize roundtables on regional and national security issues.



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**Institute of International Education**

809 United Nations Plaza, New York, NY  
10017-3580

*One-year grant of \$100,000 toward a meeting  
on African development and related activities*

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**M**ore than four decades ago, the newly independent states in Africa began to chart their own directions for development. South Africa's successful democratic elections in 1994 represent the most recent chapter in the continent's efforts to be governed by the consent of all the people; yet many African countries face a variety of challenges in their transition to democratic governance.

This grant supported a meeting to reexamine the intellectual basis for United States development policies toward Africa during the first years of independence and to consider ways of supporting African development now. Twenty-five scholars who were involved in formulating U.S. policies toward the newly independent countries of Africa in the 1960s participated in the meeting, which was organized by J. Wayne Fredericks, then a counselor-in-residence at the Institute of International Education. The proceedings will be the basis for an oral history to be published by the institute.

Since 1989, grants from the Corporation and the Ford Foundation have enabled Fredericks to offer consulting services to individuals and organizations concerned with southern Africa. This grant enabled Fredericks to continue reporting on the South African elections to American policymakers, foundation and corporate executives, and opinion leaders.

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**University of Florida**

Center for African Studies, 427 Grinter Hall,  
Gainesville, FL 32611-2037

*Ten-month grant of \$85,000 for research and  
writing by Larry Koinyan on rural develop-  
ment in Nigeria*

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**T**he Directorate of Food, Roads, and Rural Infrastructures was established in Nigeria as an extraministerial agency to bring about public-private sector collaboration for rural development. In contrast to other countrywide efforts, it has enabled local communities to play a major role in designing and implementing rural development programs. For example, it has established a community banking system, through which 1,000 locally owned and operated banks extend credit to citizens in smaller amounts than commercial banks are willing to consider. Air Vice Marshal Larry Koinyan led the directorate from 1986 to 1994.

This grant is enabling Koinyan to spend nine months at the University of Florida writing a book analyzing the directorate, with particular attention to its potential for contributing to rural development. He is working with an advisory committee of faculty members specializing in anthropology, economic development, and democratization. Koinyan's book will complement his speeches and other publications emphasizing the importance of building on community resources. It is expected to contribute to rural development in Nigeria, other African countries, and developing countries in general.

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**The Carter Center**

One Copenhill, Atlanta, GA 30307

*One-year grant of \$250,000 toward the  
Global Development Program*

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**Overseas Development Council**

1875 Connecticut Avenue, N.W.,  
Washington, DC 20009

*Eighteen-month grant of \$182,000 toward a  
study of the effectiveness of bilateral aid to  
Africa*

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**I**n 1992, with Corporation funds, the Carter Center held an international conference, attended by nongovernmental, university, foundation, and business leaders, to identify practical ways of improving cooperation for development. Participants recommended creating an international development action roundtable to coordinate the policies of donor agencies and recipient countries. Former president Jimmy Carter agreed to determine the feasibility of a roundtable by testing new approaches for donor–recipient country collaboration in Albania, Ethiopia, and Guyana, three countries confronting economic, social, and political barriers to the achievement of democratic governance. To undertake the task, he established the Global Development Program at the Carter Center.

With Corporation and other donor support, Uma Lele, an agricultural economist based at the University of Florida, led missions to Guyana to ascertain how to promote collaboration with donors. This grant supports the continuation of these missions and the opening of a center office in Guyana. Staff members will work with local experts and policymakers to formulate national development strategies and will encourage the government and the international donor community to negotiate and implement development agreements. Directing the program is Gordon L. Streeb, former United States ambassador to Zambia.

Support also comes from the Ford Foundation and from bilateral and multilateral donors.

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**T**he concern being expressed by leaders in the U.S. Congress about the effectiveness of aid to Africa is mirrored in parliaments around the world. However, there is no comprehensive knowledge base from which to determine the effectiveness of development assistance. Most studies have been conducted from the perspective of donor country experiences rather than from the perspective of recipient countries' needs and constraints.

With Corporation support, the Overseas Development Council in 1994 launched an eight-country study of the factors influencing the effectiveness of aid to Africa. The project, led by Nicolas van de Walle, a political economist based at the council, pairs African policy researchers with counterparts in development research institutions in donor countries. The African researchers—from Botswana, Burkina Faso, Ghana, Kenya, Mali, Senegal, Tanzania, and Zambia—conduct the studies, while researchers from Canada, Denmark, France, Japan, Sweden, the United Kingdom, and the United States analyze their countries' development assistance programs. The teams are focusing on the relationship between donors and recipients to determine its effect on two areas: decisions about aid allocation and coordination, and the sustainability of aid-funded programs. The council will publish the case studies and publicize their results. This grant renewing support joins funding from the U.S. Agency for International Development and other bilateral donors.



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**The Synergos Institute**

100 East 85th Street, New York, NY 10028

*One-year grant of \$50,000 toward  
strengthening local philanthropy in Zimbabwe*

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**T**he Synergos Institute was founded in 1987 to identify innovative solutions to the problems of poverty in the developing world. It works with public and private sector leaders in creating indigenous private foundations that support grassroots development and poverty reduction programs. Since 1991 it has received Corporation funding to examine the potential for establishing a community foundation in Zimbabwe. Synergos' local partner there, the Organization of Rural Associations for Progress (ORAP), has established a steering committee for the foundation whose members include leaders from other nongovernmental organizations, the business community, and the public sector. Through contacts with village and family groups in western Zimbabwe, the foundation is attempting to establish links to the community.

Under this grant, Synergos president Peggy Dulany and executive director S. Bruce Schearer are working with ORAP and the steering committee to structure and launch the foundation. The steering committee is meeting with groups from other countries that have relevant experience in building or managing similar foundations. It is also attempting to develop stronger contacts with the private sector in Zimbabwe and in other African nations.

Also funding this work are the Charles Stewart Mott and W. K. Kellogg foundations.

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**Pan American Health Organization**

525 Twenty-third Street, N.W., Washington,  
DC 20037-2895

*Nine-month grant of \$48,000 toward a meeting on international technical cooperation in health*

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**T**he Pan American Health Organization (PAHO), a regional office of the World Health Organization, coordinates technical cooperation in health—the provision of expert advice, equipment and supplies, and training—for the Western Hemisphere. An earlier Corporation grant supported a PAHO study of the effectiveness of international technical cooperation mechanisms for improving health programs and policies in developing countries. A resulting report, released in 1994, identified concrete steps that could be taken to improve such coordination.

This grant supported a three-day meeting in Washington, D.C., in fall 1995 to review the report's recommendations and formulate plans to implement them in selected countries. Attending were representatives of organizations that provide financial and technical assistance—foundations, nongovernmental organizations, bilateral aid agencies, and international banks—as well as health ministers, scholars, and WHO regional office staff members. Participants worked to build consensus on measures for evaluating technical cooperation and identified ways of strengthening national capacity to manage technical assistance. The results of the meeting are being disseminated to governments and international health organizations. George A. O. Alleyne, director of PAHO, and Juan Manuel Sotelo, its chief of analysis and strategic planning, organized the meeting.



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**Commission on Global Governance**

11 Avenue Joli-Mont, Case Postale 184,  
CH-1211 Geneva 28, Switzerland

*One-year grant of \$150,000 toward dissemination of its final report*

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**T**he independent Commission on Global Governance was established in 1992 with the aim of building a more effective system of world security and governance. Cochairing the twenty-eight-member commission are Ingvar Carlsson, prime minister of Sweden, and Sir Shridath Ramphal, former secretary-general of the British Commonwealth. Stefan Noreén, former minister and deputy chief of mission for the Swedish embassy in Moscow, directs the secretariat.

The commission's final report, *Our Global Neighborhood*, released in January 1995, recommends ways to strengthen the role of civil society at the national level. It also urges that the United Nations system be modified to reflect a constituency drawn from nongovernmental organizations (NGOs) as well as governments. Recommendations include adding a class of standing members from developing and industrialized countries to the Security Council and holding a forum for NGO representatives before the annual General Assembly. This grant supported three of eight conferences to disseminate the report: two in the United States and one in Africa. One U.S. conference, in October 1995, was a policy-level briefing held at the time of the General Assembly's fiftieth anniversary meeting.

The commission has also received funding from governments and other foundations.

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**South Centre**

Chemin du Champ-d'Anier 17, Case Postale  
228, Geneva 19, Switzerland

*One-year grant of \$50,000 toward publication of a newsletter*

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**T**his grant supported the production of four issues of the *South Letter*, by the South Centre in Geneva, for representatives of village councils, national and local governments, and institutions of higher education and for individuals interested in developing countries. The newsletter reports the results of research and action on development and transitions to democracy in developing countries.

The South Centre grew out of the South Commission, the first international body to focus on development from the perspective of developing countries. In 1990 the commission, which was funded by developing-country governments, institutions, and individuals, issued *Challenge to the South*, a report presenting an agenda of economic development and highlighting the effect that strength in science and technology has on economic growth. The center, established by commission members to follow up this work, subsequently received Corporation funding to publicize the recommendations.

In 1994 the center became a permanent institution, chaired by Mwalimu Julius K. Nyerere, former president of Tanzania and head of the commission. The center promotes cooperation among developing countries and understanding between them and the developed world. Its work will be financed by a capital fund, the monies for which are being raised by Nyerere and his colleagues. Interest from the fund will cover core activities, with further support obtained for special projects.

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**TransAfrica Forum**

1744 R Street, N.W., Washington, DC 20009

*Nineteen-month grant of \$200,000 toward research and analysis on U.S. policy toward Africa*

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**T**ransAfrica Forum has received Corporation support since its founding in 1981 by Randall Robinson. The forum conducts a variety of educational programs to engage the interest of African Americans in U.S. foreign policy. In 1993 forum staff members began transforming it into a research institute that will undertake in-depth analysis of U.S. policies toward African and Caribbean countries.

With this grant, the forum is expanding its research capacity and strengthening its public education activities. A new program for post-doctoral scholars will enable two resident fellows and two visiting scholars to study regional conflicts, human rights, economic development, and related issues. Their analyses will be published in the organization's journal, *TransAfrica Forum*, and disseminated at the forum's annual foreign policy conference and through other public education events. One of these activities, a leadership meeting series that was launched in 1993, promotes dialogue among African American leaders, African and Caribbean heads of state, U.S. policymakers, and scholars.

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**The African-American Institute**

833 United Nations Plaza, New York, NY 10017

*Two-year grant of \$300,000 toward a policy studies program*

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**T**he African-American Institute was established in 1953 to foster development in Africa and promote cooperation between Americans and Africans. Paramount among its efforts has been a commitment to human resource development. More than 23,000 Africans have participated in institute-sponsored graduate education programs and short courses in the United States. Many alumni are now the region's presidents, prime ministers, and leading scholars.

Building on this work is the institute's African leadership program, which brings Africans to the U.S. to meet with policymakers, business and nongovernmental leaders, and scholars. The aim is to increase the American public's awareness and understanding of African development issues. Under this renewal grant, eight individuals and four two- to three-person delegations from African countries are visiting the United States. Staff members are working with representatives of other organizations interested in U.S. policy toward Africa and are attempting to ensure wide media coverage.

The initiative is part of the institute's policy studies program, which has received Corporation support since 1971. The program, led by executive vice president Steven F. McDonald, comprises two other activities: conferences for African and American private and public sector leaders, and seminars for staff members of the U.S. Congress.

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**Constituency for Africa**

1030 Fifteenth Street, N.W., Suite 340,  
Washington, DC 20005

*Two-year grant of \$200,000 toward support*

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**A**fricare is the largest development organization in the United States focusing on Africa. In 1991 it created a national network of African American groups and other agencies interested in collaborating to improve the effectiveness of policies toward the continent. The network, now an independent organization known as the Constituency for Africa, includes more than 150 college and university fraternities and sororities, religious and labor groups, business and professional associations, government agencies, and international organizations. Melvin P. Foote, former director of constituency development at Africare, is executive director.

The constituency organizes regional forums for business, labor, media, and youth development organizations to discuss African policy matters. It also holds meetings for members of Congress on issues for which legislative solutions might be sought and briefings for employees of the U.S. State Department on policies toward Africa. A quarterly newsletter, *The Constituent*, analyzes policy issues, reports on developments in Africa, and profiles African American and African leaders. This grant continues support for these activities.

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**The Africa Fund**

17 John Street, New York, NY 10038

*Two-year grant of \$200,000 toward promoting the involvement of state and municipal officials in U.S. policy toward southern Africa*

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**T**he Africa Fund, directed by Jennifer Davis, was established in 1966 by the American Committee on Africa, the oldest United States organization working for independence there. The fund, which seeks to build U.S. support for constructive foreign policy toward the newly independent nations of Africa, has in recent years directed particular attention to democratic reforms in South Africa.

This grant is enabling staff members to extend the fund's successful organizing efforts to all of southern Africa. In concert with key constituencies that were active in the anti-apartheid movement—state and local legislators and black church leaders—it is undertaking a public education program concerning U.S. assistance programs, human rights, and social development. The program includes briefing materials, presentations by staff members at national conferences, and workshops.

The fund is also organizing travel exchanges. Leading public officials in several U.S. cities are hosting a delegation of local elected officials from southern Africa, which will allow participants to identify areas of common interest and concern. A core group of legislators from the United States will travel to South Africa and Namibia, where they and their counterparts plan to share experiences in implementing community development programs.



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**Africa Policy Information Center**

110 Maryland Avenue, N.E., Suite 112,  
Washington, DC 20002

*Two-year grant of \$100,000 toward support*

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**T**he Africa Policy Information Center (formerly the Washington Office on Africa Educational Fund) was established in 1978 by a coalition of religious organizations and trade unions interested in providing information to support the movement in the United States against apartheid in South Africa. It originally focused on developments in that country and on security concerns elsewhere in southern Africa. In the early 1990s, as South Africa began preparing for democratic elections, the center broadened its scope to include issues affecting the entire continent. It has developed a reputation for providing high-quality, accessible public education materials.

This grant is enabling the center, directed by Imani Countess, to produce background papers on African countries, briefing papers on current policy debates, and resource guides. Supplementing these publications are longer policy studies, which are written by outside experts and refereed before publication. To disseminate its work more effectively, the center is experimenting with electronic approaches. These will be combined with traditional public education strategies, including partnerships with other U.S.-based African organizations. The center will also organize seminars and meetings at which Africans and Americans will discuss women's rights, poverty, violence, and other mutual concerns.

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**National Planning Association**

1424 Sixteenth Street, N.W., Suite 700,  
Washington, DC 20036

*Two-year grant of \$100,000 toward an information and education project on U.S. foreign aid and development assistance for U.S. business and labor leaders*

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**S**ince 1934 the National Planning Association has brought together senior officials from the public and private sectors to address a wide range of economic and social issues. A recent focus is on how to prepare the United States' private sector for the challenges of the global marketplace.

In 1993, with funding from the U.S. Agency for International Development (USAID), the association launched a project to reexamine the goals and strategies of U.S. foreign aid and development assistance. Over a three-year period, it is holding formal and informal meetings in Washington, D.C., and across the country for representatives of government, voluntary organizations, business, and labor. Their recommendations will be included in a report intended to help relevant government agencies shape programs and policies on foreign aid and development assistance. Directing the project is Richard S. Belous, the association's vice president for international programs.

Supplementing USAID's support are grants from private foundations and in-kind donations and unrestricted contributions to the association. The Corporation's funds are being used for meetings, project evaluation, and publication and dissemination of proceedings and are enabling the association to direct specific attention to African issues.

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*African Academy of Sciences*, Nairobi, Kenya  
Toward meetings to mark its tenth anniversary, \$25,000

*African Academy of Sciences*, Nairobi, Kenya  
Toward a project of the Special Commission on Africa on institutionalizing democracy, \$25,000

*The Brookings Institution*, Washington, DC  
Toward planning analyses by Howard Wolpe of opportunities for U.S. foreign policy in Africa, \$25,000

*Michael Camerini, Inc.*, New York, NY  
Toward a documentary on girls' education in Africa, \$25,000

*The Carter Center*, Atlanta, GA  
Toward planning the dissemination of an international report on mental and behavioral health, \$25,000

*Centre for African Settlement Studies and Development*, Ibadan, Nigeria  
Toward planning a national health management information system in Nigeria, \$25,000

*Children's Inquiry Trust*, Sandton, South Africa  
Toward support, \$25,000

*Council for the Development of Social Science Research in Africa*, Dakar, Senegal  
Toward planning a review of African research on transitions to democracy, \$25,000

*University of Dar es Salaam*, Dar es Salaam, Tanzania  
For a synthesis of science and technology policy studies in Tanzania, \$25,000

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*University of Ghana*, Legon, Ghana  
Toward planning research on women and law in West Africa, \$25,000

*Grupo de Análisis para el Desarrollo*, Lima, Peru  
For research by Francisco R. Sagasti on the role of science and technology in the process of development, \$22,300

*Dag Hammarskjöld Foundation*, Uppsala, Sweden  
Toward African participation in a meeting on the role of independent development funds in social and economic development, \$25,000


*Harvard University*, Cambridge, MA  
Toward dissemination of an international report on mental and behavioral health, \$10,000

*Harvard University*, Cambridge, MA  
Toward a meeting to plan dissemination of an international report on mental and behavioral health, \$14,000

*Institute of International Education*, New York, NY  
Toward research by Joseph N. Garba on peacekeeping and peacemaking in southern Africa, \$25,000

*Massachusetts Institute of Technology*, Cambridge, MA  
Toward an evaluation by Richard A. Joseph of *Africa Demos*, \$25,000

*Natal Women's Resource Centre*, Durban, South Africa  
Toward a women's resource center in Natal, South Africa, \$25,000



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*National Association of Women's Organisations  
in Uganda*, Kampala, Uganda

Toward planning a program of institution  
strengthening, \$25,000

*Nigerian Institute of Social and Economic  
Research*, Ibadan, Nigeria

For a study of the strategic management of sci-  
ence and technology policy in Nigeria, \$25,000

*Social Science Research Council*, New York, NY

Toward a feasibility study of collaborating with  
the Council for the Development of Social Science  
Research in Africa on a review of African  
research on transitions to democracy, \$10,000

*Third World Organization for Women in Science*,  
Manzizi, Swaziland

Toward attendance at the United Nations Fourth  
World Conference on Women, \$8,000

*Women in Law and Development in Africa*,  
Harare, Zimbabwe

Toward coordination of participation by African  
nongovernmental organizations working on legal  
rights in the United Nations Fourth World  
Conference on Women, \$25,000





# Special Projects

Some grant-making flexibility, embodied in relatively untargeted funds, permits foundations to seize promising opportunities, respond to unusual requests, support the planning and start-up of new ventures that others may continue, and explore possible new programs. This is the function of Special Projects, which allows the Corporation to make grants and appropriations outside its three defined program areas.

Under Special Projects, the Corporation has supported efforts to strengthen American democracy, to apply advances in scientific and technological knowledge to government decision making, and to prevent and resolve conflict. Through its grants, the foundation also contributes to the health and welfare of philanthropy and the nonprofit sector and to the study of the university and society.

The Corporation in recent years has made grants for information gathering and analysis that have been used by researchers, lawyers, and community advocates to enhance citizen participation in democratic processes. A number of projects challenge discriminatory redistricting and voting practices, train community leaders to participate in electoral redistricting, and assist eligible immigrants in obtaining citizenship. Projects currently funded provide technical assistance to states as they broaden their voter registration efforts in accordance with the 1993 National Voter Registration Act, monitor and study campaign financing and campaign finance

reform, and experiment with broader outreach to eligible voters through the provision of nonpartisan information about candidates and issues. The Corporation also supports efforts to improve federal, state, and local public service.

Also in Special Projects, major attention has been given to the Carnegie Commission on Science, Technology, and Government, an operating program that formally ended in 1993. The Corporation is providing funds to disseminate the commission's reports and has underwritten some projects resulting from commission recommendations and initiatives.

Interest in the prevention of deadly conflict among individuals, groups, and nations cuts across all of the foundation's programs. Special Projects has focused principally on two areas: first, the development of case studies on internal conflict in Africa and the lessons learned from them under the aegis of the Brookings Institution, and second, the establishment and implementation of the International Negotiation Network by President Carter and the Carter Center at Emory University. In the future, proposals for international conflict prevention and conflict resolution projects will be considered within the Corporation's program on Preventing Deadly Conflict.



**University of Texas at Austin**

Lyndon B. Johnson School of Public Affairs,  
P.O. Box Y, Austin, TX 78713-8925

*Eighteen-month grant of \$223,000 for a study of the social and political implications of major economic trends*

Since the 1970s, the United States has witnessed declining stable employment, stagnating real wages except for high-income workers, and growing poverty among workers with limited formal education. As a result, the gap between rich and poor is increasing faster here than anywhere else in the West. According to former U.S. secretary of labor Ray Marshall, these developments have exacerbated many of the nation's most serious problems: family instability, crime and violence, and further social segregation along class, racial, and ethnic lines.

Under this grant, Marshall, now a professor of economics and public affairs at the Lyndon B. Johnson School of Public Affairs at the University of Texas at Austin, is organizing a conference to examine the basis for policies that might reverse or at least decelerate these social and economic trends. Scholars and policymakers are meeting in April 1996 in Austin to consider the factors that have influenced the distribution of U.S. citizens' income over time. They are also examining how technology, the internationalization of markets, and changes in global demographic and labor markets have altered the institutions and policies responsible for the nation's earlier economic preeminence. Commissioned papers synthesize relevant research, formulate policy options, and encourage constructive debate. The final report and recommendations will be released in summer 1996 and disseminated to the general public.

**Center for Policy Alternatives**

1875 Connecticut Avenue, N.W., Suite 710,  
Washington, DC 20009

*Two-year grant of \$225,000 toward monitoring implementation of the National Voter Registration Act*

The National Voter Registration Act of 1993, which became effective January 1, 1995, requires state governments to permit applicants for driver's licenses, public assistance, food stamps, Medicaid, and state-funded disability assistance to register to vote. It is estimated that 95 percent of the voting-age public will be automatically registered once "motor voter" and agency-based registration are implemented nationwide. However, many states, opposing the imposition of unfunded federal mandates and alleging that the act will increase the chance of electoral fraud, have moved slowly to comply with the full extent of the law.

The governance program of the Center for Policy Alternatives, a nonpartisan organization led by Linda Tarr-Whelan, develops state legislative strategies to eliminate barriers to voting. Under earlier Corporation grants, the program identified and analyzed models of electoral reform, brought experts in this field together to advance new ideas and policies, and provided a clearinghouse of information for state leaders and the media on the issues. In 1994 the center released a report on the extent and costs of complying with the voter registration act.

With this grant, staff members are continuing to monitor states' compliance with the law and are offering them training and assistance on request. Additional funding for the program comes from the Ford Foundation.



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**CityVote**

14978 Sand Canyon Avenue, Suite A, Irvine,  
CA 92718

*One-year grant of \$100,000 toward a project to promote awareness of urban issues in presidential election campaigns*

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About 80 percent of all United States citizens live in cities or metropolitan areas. Large and small cities confront an array of daunting problems—unemployment, homelessness, violent crime, and breakdowns in infrastructure and public services. Yet in 1992, as in most presidential election years, urban concerns received little in-depth attention in the national political debates.

Making presidential campaigns and the media that cover them accountable to urban residents was the aim of CityVote, for which this grant provided support. A nonbinding national urban presidential primary, CityVote was held November 7, 1995, three months before the predominantly rural and homogeneous Iowa caucuses and New Hampshire primary. In conjunction with municipal elections, voters in seventeen cities indicated their early preference for president. Candidates were listed on one ballot, with their party affiliation, but voters were able to cross over and vote for any candidate. Voters were informed that no delegates were at stake and that taking part would not prevent them from voting later in their state's primary. In each city, nonpartisan coordinating committees provided voters with information on candidates and issues.

The activities of the participating cities and the media outreach were coordinated by Larry Agran, former mayor of Irvine, California, who devised CityVote. Additional support came from other foundations.

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**National Immigration Forum**

220 I Street, N.E., Number 220, Washington,  
DC 20002-4362

*One-year grant of \$400,000 toward its project to promote citizenship and balanced media coverage of immigration issues*

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Beyond preventing full participation in the United States political system, lack of citizenship restricts employment, educational opportunity, and some pension rights. Yet for many immigrants, the process of becoming a naturalized citizen can be arduous, especially if they are poor or undereducated. The forms are complicated. Applicants must undergo an oral civics test, an English writing test, and a personal interview, and they must pay a fee of \$90 or more.

The National Immigration Forum, directed by Frank Sharry, is a nationwide coalition established in 1982 to promote fair policies and programs for the benefit of U.S. immigrants and the communities where they live. Its 200 members include civil rights groups, trade unions, state and local governments, and regional coalitions based in U.S. cities with the largest immigrant populations: Los Angeles, San Francisco, New York, Chicago, and Boston.

With this grant, the forum is launching Citizenship 2000. The project brings together community-based organizations, service providers, and churches in the five cities to offer immigrants assistance and encouragement in completing the naturalization process and exercising their role as citizens. Corporation funds are also enabling the forum to educate government officials and the general public about the contributions of newcomers and the specifics of proposed immigration policies. A press packet will be circulated to 5,000 media outlets nationwide.

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**Public Allies: The National Center for Careers in Public Life**

1511 K Street, Suite 330, Washington, DC 20005

*Two-year grant of \$200,000 toward support*

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**Benton Foundation**

1634 Eye Street, N.W., Washington, DC 20006

*Two-year grant of \$100,000 toward its communications policy project*

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**B**arriers to pursuing a career in government or the nonprofit sector are formidable for young people of color, those from low-income households, and those who did not attend college. Lack of information and pressures to choose more financially rewarding careers result in the underrepresentation of these groups in nonprofit and public sector jobs.

Public Allies: The National Center for Careers in Public Life, which is designed for and run by young people, aims to eliminate these barriers. It offers eighteen- to thirty-year-olds (known as "allies") a ten-month apprenticeship in a nonprofit or local government agency. Allies receive a \$15,000 stipend in addition to health and child care benefits and, after the apprenticeship ends, an educational benefit toward college debt or future studies. Allies first come together weekly for training in skills and leadership development. They then work with other volunteers and groups to initiate small-scale projects, mainly in youth development, housing, and health. Current projects range from peer counseling for teenagers on probation to educating communities about the availability of neighborhood clinics. About 115 allies now participate.

Public Allies operates regional programs in Chicago; Milwaukee; Raleigh-Durham, North Carolina; Washington, D.C.; and Wilmington, Delaware. Chuck J. Supple is president and chief executive officer. Support also comes from other foundations and the Corporation for Public Service.

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**T**he United States is on the threshold of having a nationwide telecommunications network that will combine voice, video, and data services for consumers. Education, employment, health care, civic affairs, and access to literature and the arts are all likely to be affected. Yet a major element is absent from policy debates about the network: how to ensure that its benefits reach all citizens, particularly those in poor or rural areas.

The Benton Foundation was established in 1980, the legacy of U.S. senator William Benton, who believed that media should be the backbone of informed participation in public life. Over the past four years, the foundation has commissioned research, published reports, and sponsored a forum on the social, economic, and political implications of the information superhighway. Particular attention has been devoted to issues of access, affordability, and protection of privacy. The foundation, directed by Larry Kirkman, is now undertaking research and analysis focusing on implementation of policy at the federal and state levels. In 1996 it will report on its experiences to policymakers, industry leaders, and the public.

This grant joins support from the John D. and Catherine T. MacArthur, Rockefeller, and W. K. Kellogg foundations.



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**American Enterprise Institute for Public Policy Research** 1150 Seventeenth Street, N.W., Washington, DC 20036

**The Brookings Institution** 1775 Massachusetts Avenue, N.W., Washington, DC 20036

*Two eighteen-month grants of \$75,000 each toward a book for a general audience on the U.S. Congress*

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In 1992 four U.S. senators and representatives asked the Senate Committee on Rules and Administration to create a joint committee on reforming Congress's structure and functions. As background for the committee's work, Norman J. Ornstein of the American Enterprise Institute for Public Policy Research and Thomas E. Mann of the Brookings Institution analyzed Congress's committee system, budgeting, staffing, and relations with the executive branch, the courts, and the public. They also studied the history of efforts to make it more effective. Several of their recommendations have been adopted.

Yet the scholars believe that major reform is hindered by a conflict between the popular critique of Congress and the intent of the framers of the Constitution. Some citizens see Congress as a group of self-serving career politicians and are pressing to weaken their power and that of the institution. The original plan for Congress, however, was that it be independent and powerful. From this perspective, reforming Congress means enhancing individual members' ability to act on an institutional agenda and improving the body's ability to come to deliberative judgment. According to Ornstein and Mann, any reconciliation of these views must be rooted in the public's improved understanding of Congress. With these two grants, they are writing a book for a broad audience analyzing the body's intended role in national policymaking, its strengths and weaknesses, and its potential for renewal.

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**American Civil Liberties Union Foundation**  
Southern Regional Office, 44 Forsythe Street,  
N.W., Suite 202, Atlanta, GA 30303

*Three-year grant of \$500,000 toward support of the Voting Rights Project*

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The Voting Rights Act of 1965 provided the legal basis for challenging many of the barriers to voting faced by minority Americans. In 1982 the act was strengthened by making voting laws illegal if they result in discrimination, even if they were enacted without a discriminatory intent. Since then, elected bodies across the nation have become increasingly diverse, both racially and ethnically. Central to this outcome is the Voting Rights Project of the American Civil Liberties Union Foundation, which provides analysis, litigation assistance, and community workshops on voting rights. Among its successes are two lawsuits: one that resulted in creation of a majority-black congressional district and an increase in the number of majority-black state house districts in South Carolina, and one resulting in the first-ever election of Native Americans to a county commission in Montana.

With renewed funding, the project, led by voting rights lawyer Laughlin McDonald, is continuing this work as it responds to the challenges created by *Shaw v. Reno*. In that 1993 decision, the U.S. Supreme Court ruled that white citizens may challenge reapportionment schemes that segregate voters into voting districts based on race. Although the opinion did not expressly challenge the constitutionality of the Voting Rights Act, it left unanswered questions about the legal standards for redistricting. It also prompted "reverse discrimination" challenges to congressional districts in four southern states and other suits at state and local district levels.



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**First Nations Development Institute**

The Stores Building, 11917 Main Street,  
Fredericksburg, VA 22408

*Three-year grant of \$300,000 toward a funding collaborative for Native American economic development*

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**A**ccording to 1990 U.S. Census data, Native Americans are the poorest and fastest growing underclass in this country. Among the possible explanations for this fact is that Native Americans do not control their own resources or design their own development strategies. Although the U.S. Bureau of Indian Affairs supports economic development and job training initiatives on reservations, decisions about these programs are made by bureau officials, not by Native Americans.

Founded in 1980, First Nations Development Institute (formerly known as First Nations Financial Project) aims to help Native American tribes build sound, sustainable reservation economies. Its Eagle Staff Fund, the first Native American operating foundation concerned with economic development, is a joint venture among First Nations, foundations, and corporations. The fund, led by First Nations vice president Sherry Salway Black, a member of the Oglala Lakota tribe, offers organizations, tribes, and individuals the capital needed to launch or expand economic development projects. Technical assistance is provided in the form of site visits and workshops. With this grant, First Nations staff members are continuing the work and preparing case studies on culturally appropriate development. These will be disseminated to prospective donors, Native American communities, and the general public.

The fund is also supported by corporations and other foundations.

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**Native American Rights Fund**

1506 Broadway, Boulder, CO 80302-6296

*Two-year grant of \$300,000 toward legal support of Native American education rights*

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**M**ore than 80 percent of all Native American students attend public schools, many of them located on or near Indian reservations. In 1989 the high school dropout rate for these students was 36 percent, the highest of any racial group in this country.

The Native American Rights Fund was established in 1970 to secure for American Indians the sovereignty, natural resources, and human rights promised them by the U.S. government. Among other activities, the fund works with Native American communities to establish as a legal doctrine their right as sovereign states to control the formal education of their children from preschool through high school. One tribe, the Rosebud Sioux of South Dakota, has received assistance from the fund in establishing its own education code regarding curriculum development, teacher certification, parental and community involvement, and performance standards for public schools serving tribal children. Dropout rates have decreased since the tribe implemented the code.

The current grant renews support for the fund's Indian Education Legal Support Project, for which the Rosebud Sioux experience served as a model. Under the direction of John E. Echohawk, a Pawnee, staff attorneys assist tribes that are interested in establishing local control. The fund also prepares manuals on Native Americans' rights, roles, and options in education for dissemination to government agencies, schools, community groups, and individuals.

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**Leadership Education for Asian Pacifics**

327 East Second Street, Suite 226, Los Angeles, CA 90012-4210

*Three-year grant of \$300,000 toward support*

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**A**sian Pacific peoples living in the United States comprise more than sixty racial and ethnic groups and subgroups, each with its own history, language, and culture. The myth of a “model minority” notwithstanding, Asian Pacific Americans have a poverty rate exceeding that of whites, and some ethnic subgroups have the highest welfare rates in the U.S.

To respond to the need for disaggregated data on this community, Leadership Education for Asian Pacifics (LEAP), led by J. D. Hokoyama, in 1992 established the Asian Pacific American Public Policy Institute. The institute has released two reports. The first one gave demographic projections on Asian Pacific Americans for the year 2020 and examined related social and economic issues. The second report analyzed Asian Pacific Americans’ current economic status, with particular attention to their growing employment in high-technology jobs and in health services. LEAP directs public and media attention to the institute’s reports by convening public policy roundtables in major cities following their release.

This grant renews support for the institute. A third report, released in early 1996, examines the effect of the nation’s immigration policies on Asian Pacific Americans.

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**National Asian Pacific American Legal Consortium**

1629 K Street, N.W., Suite 1010, Washington, DC 20006

*Two-year grant of \$200,000 toward support*

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**M**any Asian Pacific Americans are unable to obtain government assistance for their communities, to obtain effective representation, or even to voice their interests adequately. They are underrepresented not only among elected officials but also in state and federal commissions, boards, councils, advisory committees, task forces, and agencies.

The National Asian Pacific American Legal Consortium was created in 1993 to advance and represent the legal and civil rights of this group. Led by Karen Narasaki, it brings together the three largest Asian Pacific American legal organizations in the country: the Los Angeles-based Asian Pacific American Legal Center of Southern California, the Asian Law Caucus (based in San Francisco), and the Asian American Legal Defense and Education Fund (based in New York City). In its first year, the consortium released a national nongovernmental review of violence against Asian Pacific Americans, which gained wide press attention.

This grant, joined by funding from corporations and other foundations, is enabling the consortium to focus on national civil and voting rights. Staff members are monitoring government enforcement of the 1992 expansion of the federal Voting Rights Act, which required that Asian Pacific Americans have access to bilingual ballots. They are also educating community leaders about how to defend their interests in the redistricting and reapportionment that will follow the census scheduled for the year 2000.



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**National Puerto Rican Coalition**

1700 K Street, N.W., Suite 500, Washington,  
DC 20006

*Two-year grant of \$200,000 toward public  
policy research and analysis*

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**T**he 1980s were marked by improvements in the socioeconomic condition of Puerto Ricans living in the United States, according to a 1994 study by the National Puerto Rican Coalition. The study, which was based on an analysis of 1980 and 1990 U.S. Census data, revealed the emergence of a significant middle class and a rate of increase in median household income surpassing that of any other racial or ethnic group. Yet it also found that economic opportunity and outcomes among Puerto Ricans are polarizing. Illustrating this disparity is the contrast between older Puerto Rican communities in the Northeast, which are plagued by poverty and joblessness, and affluent, growing ones in the South and West.

The coalition, an association of 110 non-profit organizations in twelve states, the District of Columbia, and Puerto Rico, has received Corporation support for its public policy research and analysis. Under the current grant, it is mounting a program to promote a more positive image of Puerto Ricans and other Latinos and to bring attention to those who have not advanced socio-economically. In addition to providing increased training in policy analysis and advocacy to its member organizations, the coalition is informing the public about its work and about the changing realities of the Puerto Ricans living in this country. The coalition, now directed by Manuel Mirabal, receives additional support from its members and from corporations and other foundations.

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**Inter-American Dialogue**

1211 Connecticut Avenue, N.W., Suite 510,  
Washington, DC 20036

*Three-year grant of \$250,000 toward support*

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**F**ounded in 1982, the Inter-American Dialogue is the leading center for policy analysis, communication, and exchange on economic, social, and political issues concerning the Western Hemisphere. Its activities are focused on four areas: strengthening democratic practice and guaranteeing human rights, promoting economic cooperation, encouraging governments and international organizations to address the problems of poverty and economic inequality, and strengthening institutions that pursue political and economic cooperation. Peter Hakim is director.

Every two years the organization's policy research center hosts a plenary session and releases consensus policy reports on key issues in hemispheric affairs. These reports, along with policy briefs and a range of publications offering recommendations for action, are disseminated to a wide audience. The organization's 100 members, who are from the United States, Canada, and nineteen countries of Latin America and the Caribbean, include former heads of state and prominent business, academic, and religious leaders. Efforts are under way to invite more women, members of U.S. minority groups, and heads of nongovernmental organizations to serve as members.

This grant renews support, joining funds from other foundations and from corporations, individuals, international organizations, and Latin American and European governments.



**Carnegie Commission on Science,  
Technology, and Government**

c/o Carnegie Corporation of New York, 437  
Madison Avenue, New York, NY 10022

*One-year appropriation of \$200,000  
administered by the officers of the Corporation*

Between 1988 and 1993, when it completed its formal work, the Carnegie Commission on Science, Technology, and Government produced nineteen reports with more than 300 recommendations on ways that government at all levels could be better organized to deal effectively with advances in science and technology. The recommendations covered the U.S. executive branch and the judiciary, Congress, state governments, and nongovernmental organizations. Issues such as mathematics education, national security, global development, and recruitment of government scientists were addressed. Many of the recommendations have been acted on, notably the upgrading of the President's science advisor to a cabinet-level position and preparation by the Federal Judicial Center of a manual to assist judges in managing expert evidence in cases involving science and technology issues. The twenty-two-member commission was coheaded by Joshua Lederberg, Nobel scientist and university professor at Rockefeller University, and William T. Golden, former chair of the American Museum of Natural History.

In 1993 the commission's reports began to be disseminated on the Internet. Commissioners, task force chairs, and members of the commission's advisory council and special committees also began educating the public about its findings and recommendations. This appropriation permitted a continuation of these activities under executive director David Z. Robinson.

**American Association for the Advancement  
of Science**

1333 H Street, N.W., Washington, DC 20005

*Two-year grant of \$469,300 for the establishment of a center to provide science and technology information to members of Congress*

The establishment of a nonprofit institute to encourage dialogue between policy-makers and scientists was a major recommendation of the Carnegie Commission on Science, Technology, and Government. In 1994, following the formal end of the commission's work, the American Association for the Advancement of Science (AAAS) received Corporation funds to continue efforts by the commission to inform Congress about its findings and recommendations. Subsequently the AAAS established the Center for Science, Technology, and Congress within its directorate for science and policy programs, headed by Albert H. Teich. Senior program associate Bonnie Bisol Cassidy oversees the center's operations.

The center is continuing publication of the commission's bulletin, *Science and Technology in Congress*. Issued monthly when Congress is in session, it reports on congressional events and publications in science and technology, profiles new members, and provides informed commentary on topical issues. It is distributed to a mailing list of 1,700, including 750 congressional staff members. An initial task for the center is to explore ways of making the bulletin at least partly self-sustaining over the long term. Center staff members are also producing special updates and reports for members of Congress and are holding regular seminars.

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**National Academy of Sciences**

2101 Constitution Avenue, Washington, DC  
20418

*Two-year grant of \$320,000 toward development of a national forum on long-term science and technology goals*

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**E**nabling the Future: Linking Science and Technology to Societal Goals, a 1992 report of the Carnegie Commission on Science, Technology, and Government, recommended creation of a nongovernmental national forum on science and technology goals. Through such a forum, representatives of all sectors of society would work together to articulate long-term goals and monitor progress toward achieving them. The commission identified the National Academy complex—comprising the National Academy of Sciences, the Institute of Medicine, the National Academy of Engineering, and their operating arm, the National Research Council—as a suitable venue for the forum.

Under this grant, the National Academy of Sciences is exploring the practical value of such a forum. Representatives of industry, academia, federal and state governments, and nongovernmental organizations are coming together for two sessions at which they will develop national goals in particular policy areas. The first session, held in August 1995, focused on long-term environmental objectives and their linkage to advances in science and technology. From evaluations of the sessions, the academy will determine whether to build a sustained activity like the one recommended in the commission's report. Heading the effort is Lawrence E. McCray, executive director of the academy's policy division.

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**New York University**

Program of Colloquia on Science, Technology, and Government, 11 West 42nd Street, New York, NY 10036-8083

*Twenty-one-month grant of \$256,200 for establishing a program on science, technology, and government*

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**F**ormer member of Congress and president emeritus of New York University (NYU) John Brademas chaired the Committee on Science, Technology, and Congress of the Carnegie Commission on Science, Technology, and Government. With prior support, Brademas worked with faculty members and administrators and with leaders of the New York Academy of Sciences in developing an NYU-based program to examine the role of science and technology in government policymaking.

Under the program, Brademas is organizing three invitational colloquia on the effects of scientific and technological advances on telecommunications, science reporting, and biotechnology. Scientists, engineers, journalists, policy advisors, government leaders, and corporate executives will participate. The colloquia are exploring many of the issues raised by the commission. These include the use of new telecommunication technologies in education, the balance between environmentalism and international economic concerns, and the impact that debates over health care reform have on advances in biotechnology and on the development of pharmaceuticals. The proceedings of each colloquium will be published and a summary provided to decision makers.



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**Battelle Memorial Institute**

25000 Great Northern Corporate Center, Suite 260, Cleveland, OH 44070-0686

*One-year grant of \$200,000 toward establishment of a state science and technology institute*

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All fifty states now sponsor cooperative technology programs among government agencies, industry, and research universities, and most federal agencies maintain active programs. The programs aim to foster economic growth through the development and application of new technology. Their approaches vary, however, and coordination between federal and state governments is often difficult.

The 1992 report of the Task Force on Science, Technology, and the States of the Carnegie Commission on Science, Technology, and Government recommended creation of an independent organization to improve cooperation between the two levels of government and to advance state science and technology policy. With a planning grant, the Battelle Memorial Institute, a nonprofit research group, explored the feasibility of this idea with state and federal officials. Renewed funding is supporting the establishment of such an institute as a subsidiary of Battelle. Christopher M. Coburn, vice president of Battelle's Technology Partnership Practice, will serve as president. The institute will create an information base on state and federal cooperative technology programs and evaluate successful and unsuccessful ones. It will also help state officials, cooperative technology program staff, business leaders, and academics to manage and assess such programs. Two publications for state leaders are planned: a newsletter on developments in cooperative technology and a weekly report on federal activities in this area.

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**Resources for the Future**

1616 P Street, N.W., Washington, DC 20036

*Two-year grant of \$86,600 for a forum on risk analysis and environmental policy for congressional and executive branch staff members*

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Resources for the Future is an independent organization engaged in research and public education on conservation and the environment. This grant is enabling its Center for Risk Management, in cooperation with the American Chemical Society, to educate executive branch officials, congressional staff members, and federal judges on the processes for setting environmental policy and making regulatory decisions. The project is a response to a manifest need for representatives of the three branches of the government to communicate informally and regularly on environmental policy issues. A 1993 report of the Carnegie Commission on Science, Technology, and Government found that discussions among the branches tend to occur in adversarial contexts such as congressional hearings.

The center and the society will disseminate a handbook on risk assessment (the process of deciding how dangerous a substance is) and brief legislators on risk management (the process of deciding what to do about assessed risks). The center will also review several Regulatory Impact Analyses, which are used in environmental decision making. Center staff members will assess the methodological strengths and weaknesses of the analyses, recommend ways of improving them, and incorporate the findings in a book. Nongovernmental experts on risk assessment and risk management will also participate in the activities, which are coordinated by center director Terry Davies.



**The Carter Center**

One Copenhill, Atlanta, GA 30307

*Three-year grant of \$900,000 toward its conflict resolution program*

The Carter Center's Conflict Resolution Program was launched with Corporation support in 1989 on the premise that non-governmental third-party organizations can, at the behest of governments, play a constructive role in alleviating or preventing intra-national and regional conflicts.

The program's main component is the International Negotiation Network, comprising two groups of experts in conflict resolution. The first group, a council of eminent persons, including former president Jimmy Carter, conducts fact-finding missions, election monitoring, and mediation. The second group, consisting of conflict resolution practitioners and scholars, regularly examines the network's analyses and activities. Participants at annual meetings of the network review critical issues in conflict resolution and design strategies for specific conflicts.

Staff members of the program, guided by the council, monitor international conflicts and evaluate their potential for resolution. They publish weekly updates of intranational and regional conflicts, a working paper series, the annual *State of World Conflict Report*, and a guide to conflict resolution activities. The program is headed by Harry Barnes, who served as ambassador to India, Chile, and Romania. This renewal of general support is supplemented by funding from the John D. and Catherine T. MacArthur Foundation.

**Association of American Universities**

One Dupont Circle, N.W., Suite 730,  
Washington, DC 20036

*One-year grant of \$60,000 for a study of the role of the university in society*

Since World War II, many American universities have responded to society's needs for research on national defense, biomedical topics, and technology transfer. What is not immediately clear is whether demands for this research can be satisfied without undermining universities' capacity to teach. Nor is it clear whether universities can respond to social needs that confer no political or economic advantage. Can they, for example, help ameliorate such problems as crime, deteriorating public education, and political cynicism? If so, how?

This grant renewed support for a study by political scientist Robert M. Rosenzweig, former president of the Association of American Universities. Rosenzweig interviewed recent leaders of major public and private research universities to elicit information about their expectations on taking office, the changes in the institutions during their presidency, and support for and opposition to their leadership. He also organized a symposium, on the subject of governance and leadership in the modern university, that brought together many of the presidents.

From the interviews and the symposium, Rosenzweig will write a book analyzing the societal pressures facing universities and how the institutions are likely to accommodate or resist them. He will also assess the possible role of universities in helping to solve societal problems in the years ahead.

**American Library Association**

50 East Huron Street, Chicago, IL 60611-2795

*Two-year grant of \$100,000 toward training in fund-raising for public librarians*

Although public libraries nationwide report record demand for their services, their budgets are flat or shrinking. Many libraries have been forced to shorten hours, freeze the acquisition of books, lay off staff members, and limit special services. Few of them supplement their tax support with private funds or build individual donor bases.

To increase the capacity of local public libraries to raise private support, the American Library Association and the Center on Philanthropy at Indiana University are developing a basic fund-raising course. The association's Library Fundraising Resource Center, directed by Renae Brantley, will organize four regional workshops to train teams, each consisting of a library director and a board member, from sixty small and medium-size public libraries. The association will publicize the program and provide continuing technical assistance to those who receive the training and will create an information clearinghouse on library fund-raising programs. A panel of advisors is helping to develop the course content, the application process, the selection of libraries, publicity, and an evaluation.

The Corporation's support is matched by a grant from the W. K. Kellogg Foundation.

**Citizens' Scholarship Foundation of America**

1505 Riverview Road, P.O. Box 2197, St. Peter, MN 56082

*One-year grant of \$60,000 toward evaluation of its Dollars for Scholars program*

Citizens' Scholarship Foundation of America, led by William C. Nelsen, is a nonprofit student aid service organization with regional offices across the United States. In addition to serving as a catalyst for the creation of community-wide scholarship and educational support programs, it offers financial and estate planning and an endowed scholarship program through which individuals can assist college students.

Volunteers in the foundation's Dollars for Scholars program, which comprises 700 chapters, conduct grassroots fund-raising, award scholarships, and provide personal and academic support to encourage students to stay in school and go to college. The chapters have a strong and growing presence in low-income communities. This grant supported a project by the foundation to determine the effect of the program on students' high school completion, academic achievement, college attendance, and relationship to their community. A research team guided by consultants from the Harvard Graduate School of Education interviewed chapter personnel and community members, surveyed students and college personnel, and analyzed educational data from forty representative chapters and communities. The results of the evaluation will be reported to educational program planners, researchers, policymakers, and the public.

Corporation funds matched a grant from the Christian A. Johnson Endeavor Foundation.

*American Association for the Advancement of Science*, Washington, DC

Toward a study of science, technology, and government in the twentieth century, \$25,000

*Communications Consortium Media Center*, Washington, DC

For dissemination of *Women . . . A World Survey*, \$7,500

*The Corcoran Gallery of Art*, Washington, DC

Toward a documentary photography exhibition and public education program on runaway children, \$25,000

*Economic Policy Institute*, Washington, DC

Toward information on family income, \$25,000

*Funders' Committee for Citizen Participation*, New York, NY

Toward support, \$10,000

*Israel Academy of Sciences and Humanities*, Jerusalem, Israel

For dissemination of the proceedings of an international conference on national support of basic research, \$23,000

*Kids Voting USA*, Tempe, AZ

Toward evaluation of its voter education project, \$25,000

*Lawyers' Committee for Civil Rights Under Law*, Washington, DC

Toward a national network of African American women and the law, \$20,000

*Maryland Public Broadcasting Foundation*, Owings Mills, MD

Toward a television documentary series on women's lives, \$25,000

*Massachusetts Institute of Technology*, Cambridge, MA

Toward development of a CD-ROM on the life of Jerome B. Wiesner, \$10,000

*National Academy of Sciences*, Washington, DC

Toward activities commemorating the twenty-fifth anniversary of the Institute of Medicine, \$25,000

*National Academy of Sciences*, Washington, DC

Toward the distribution of the proceedings of a national forum on meeting the health, nutritional, and food safety needs of Americans held by the Institute of Medicine, \$25,000

*National Bureau of Economic Research*, Cambridge, MA

Toward a symposium on the contributions of Victor R. Fuchs to economic and social research, \$7,500


*National Civic League of Colorado*, Denver, CO

Toward research and publications on community renewal programs in the United States, \$25,000

*National Committee for Responsive Philanthropy*, Washington, DC

Toward support, \$25,000





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*National Council for Research on Women*, New York, NY

Toward a publication on affirmative action, \$25,000

*New York Academy of Sciences*, New York, NY

Toward planning a program on international cooperation in science, engineering, and medicine, \$25,000

*The New York Community Trust*, New York, NY

Toward the naturalization project of the Fund for New Citizens, \$25,000

*New York Regional Association of Grantmakers*, New York, NY

Toward membership support in 1995 and 1996, \$20,000

*Smithsonian Institution*, Washington, DC

Toward a national conference on biodiversity, \$25,000

*The Urban Issues Group*, New York, NY

Toward research and analysis of the socioeconomic status of immigrants and native-born people of African descent in New York City, \$25,000

*World Priorities*, Washington, DC

Toward publication and dissemination of *Women . . . A World Survey*, \$25,000



# Publications and Nonprint Materials

The Corporation pursues an active program of funding research, studies, and other projects that result in books and other documents for public dissemination. Many of the published outcomes have been broadly influential, such as Gunnar Myrdal's landmark study of black Americans, *An American Dilemma*, published fifty years ago. Most recently the recommendations of *Soviet Nuclear Fission*, a report by a Harvard University study group, and *Turning Points*, a report of the Carnegie Council on Adolescent Development, have led to new policy approaches.

Audio, visual, and computer-based materials have joined the growing list of published works, reflecting ever more widely Andrew Carnegie's precept that "only in popular education can man erect the structure of an enduring civilization."

The following selections of publications and nonprint materials resulting from grants were received in 1994-95. They are listed by program area.

## CHILDREN AND YOUTH

*Abandoned in the Wasteland: Children, Television, and the First Amendment*, by Newton N. Minow and Craig L. LaMay (New York, NY: Hill and Wang)

*The Best Intentions: Unintended Pregnancy and the Well-Being of Children and Families*, edited by Sarah S. Brown and Leon Eisenberg (Washington, DC: National Academy Press)

*Beyond Blame: Challenging Violence in the Media*, kit containing audiotape "Issue and Answers: A Conversation about Violence in the Media," vhs videotape "Video A," and pamphlet "Introduction/Overview" (Los Angeles, CA: Center for Media Literacy)

*Degrassi Junior High* programs, vhs videotapes, by Kate Taylor (Boston, MA: WGBH Educational Foundation):

"Bottled Up"

"Dog Days"

"Pass Tense"

*Families Speak: Early Childhood Care and Education in 11 Countries*, edited by Patricia Olmsted and David P. Weikart (Ypsilanti, MI: High/Scope Press)

*Galaxy Institute for Education videotapes for teachers*, vhs interactive videotapes (El Segundo, CA: Galaxy Institute for Education)

"As a Matter of Fax," by Terra Associates, on using fax technology

"Mystery Matinee," on conducting hands-on science courses

*In the Mix*, public television program for teenagers consisting of news, consumer segments, and music videos, vhs videotapes (New York, NY: WNYC Communications Group):

"In the Mix: 60 Minute Sampler"

"In the Mix: Show 118"

"In the Mix: Show 121"

"The Magic School Bus Blows Its Top," vhs video-



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tape, by Scholastic Productions (South Carolina ETV)  
"Maryland: Networking for Middle Grade Reform,"  
VHS videotape (Baltimore, MD: Maryland State  
Department of Education)

*Quality in Family Child Care and Relative Care*,  
by Susan Kontos et al., Early Childhood Education  
Series (New York, NY: Teachers College Press)

*School-Based Management: Organizing for High  
Performance*, by Susan Albers Mohrman and  
Priscilla Wohlstetter & Associates (San Francisco,  
CA: Jossey-Bass)

*Scientists, Educators, and National Standards:  
Action at the Local Level*, forum proceedings (April  
14–15, 1994) (Research Triangle Park, NC: Sigma  
XI, The Scientific Research Society)

"Sexuality Education for the 21st Century," VHS  
videotape (New York, NY: Sexuality Information  
and Education Council of the United States)

*Spotlight on the Middle*, Texas Middle School  
Initiative, three-ring binders containing facilita-  
tor's guides and VHS videotapes (Austin, TX : Texas  
Education Agency):

*Spotlight on the Middle: A Texas Initiative*

*Spotlight on the Middle: Needs and  
Characteristics of the Adolescent*

*Starting Right: How America Neglects Its  
Youngest Children and What We Can Do About  
It*, by Sheila B. Kamerman and Alfred J. Kahn  
(New York, NY: Oxford University Press)

"Taking a Stand, Standing Together: Winston-

Salem. Empowering Residents: The Citizens  
Coalition for a Better Tomorrow," VHS videotape,  
by Wynn Hausser (Palo Alto, CA: Health  
Promotion Resource Center)

*Toward a Common Destiny: Improving Race and  
Ethnic Relations in America*, edited by Willis D.  
Hawley and Anthony W. Jackson (San Francisco,  
CA: Jossey-Bass)

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#### PREVENTING DEADLY CONFLICT

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*The Arms Production Dilemma: Contraction and  
Restraint in the World Combat Aircraft Industry*,  
CSIA Studies in International Security, No. 7., edited  
by Randall Forsberg (Cambridge, MA: MIT Press)

*China's Strategic Seapower: The Politics of Force  
Modernization in the Nuclear Age*, Xue Litai  
Studies in International Security and Arms Control,  
by John Wilson Lewis (Stanford, CA: Stanford  
University Press)

*Détente and Confrontation: American–Soviet  
Relations from Nixon to Reagan*, by Raymond L.  
Garthoff (Washington, DC: Brookings Institution)

*Economics in a Changing World*, Volume 1,  
*System Transformation: Eastern and Western  
Assessments*, International Economic Association  
Conference Volume, No. 107, edited by Abel  
Aganbegyan, Oleg Bogomolov, and Michael Kaser  
(New York, NY: St. Martin's Press)

*How Russia Became a Market Economy*, by  
Anders Åslund (Washington, DC: Brookings  
Institution)

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*Local Power and Post-Soviet Politics*, Contemporary Soviet/Post-Soviet Politics, edited by Theodore H. Friedgut and Jeffrey W. Hahn (Armonk, NY: M. E. Sharpe)

*Management and Disposition of Excess Weapons Plutonium: Reactor-Related Options*, by the Committee on International Security and Arms Control (Washington, DC: National Academy Press)

*The New Russia: Troubled Transformation*, edited by Gail W. Lapidus (Boulder, CO: Westview Press)

*The Soviet System: From Crisis to Collapse*, edited by Alexander Dallin and Gail W. Lapidus (Boulder, CO: Westview Press)

*The Spread of Nuclear Weapons: A Debate*, by Scott D. Sagan and Kenneth N. Waltz (New York, NY: W. W. Norton)

*Stalin and the Bomb: The Soviet Union and Atomic Energy, 1939–1956*, by David Holloway (New Haven, CT: Yale University Press)

*Unifying Germany, 1989–1990*, by Manfred Görtemaker (New York, NY: St. Martin's Press)

*War: A Cruel Necessity? The Bases of Institutionalized Violence*, edited by Robert A. Hinde and Helen E. Watson (London, England: Tauris Academic Studies)

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#### DEVELOPING COUNTRIES

*A Book for Midwives: A Manual for Traditional Birth Attendants and Community Midwives*, by Susan Klein (Palo Alto, CA: Hesperian Foundation)

*The Children Who Sleep by the River*, by Debbie

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Taylor (London, England: W. H. Allen)

*Our Global Neighbourhood*, by the Commission on Global Governance (New York, NY: Oxford University Press)

*twows International Conference: Women's Vision of Science & Technology for Development* (January 10–13, 1993: Cairo, Egypt), edited by Patience Dennis and Ana Maria Cetto (Trieste, Italy: Third World Organization for Women in Science)

*World Mental Health: Problems and Priorities in Low-Income Countries*, by Robert Desjarlais et al. (New York, NY: Oxford University Press)

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#### SPECIAL PROJECTS

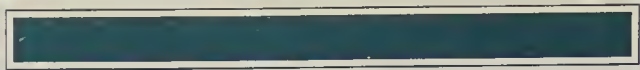
*The Cash Constituents of Congress*, by Larry Makinson and Joshua Goldstein (Washington, DC: Center for Responsive Politics)

*Citizens: Strengthening Global Civil Society*, by Miguel Darcy de Oliveira and Rajesh Tandon (Washington, DC: Civicus World Alliance for Citizen Participation)

"First Vote: A Video on Citizenship and Voting," vhs videotape (Washington, DC: People for the American Way)

*Indigenous Peoples and Democracy in Latin America*, edited by Donna Lee Van Cott (New York, NY: St. Martin's Press)

*The Longevity Factor: The New Reality of Long Careers and How It Can Lead to Richer Lives*, by Lydia Brontë (New York, NY: HarperCollins)



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"NPR's Election Special '94," audiotape (Washington, DC: National Public Radio)

*Partnerships: A Compendium of State and Federal Cooperative Technology Programs*, edited by Christopher Coburn (Columbus, OH: Battelle)

*The Racist Mind: Portraits of American Neo-Nazis and Klansmen*, by Raphael S. Ezekiel (Boston, MA: Viking)

*Reference Manual on Scientific Evidence* (Washington, DC: Federal Judicial Center)

*Speaking Freely: Former Members of Congress Talk about Money in Politics*, by Martin Schram (Washington, DC: Center for Responsive Politics)







Report  
of the  
Treasurer





G

rants of \$55 million were awarded during the fiscal year ended September 30, 1995, bringing total grants awarded since the Corporation's inception in 1913 to \$1,180.5 million.

The financial statements for Carnegie Corporation of New York for the fiscal years ended September 30, 1995, and 1994, appear on pp. 142 through 148. The following comments and data supplement that information.

On September 30, 1995, the market value of the Corporation's investments was \$1,213.6 million compared with \$1,113.8 million on September 30, 1994. Since September 30, 1985, the assets, after all spending, have increased by \$649.2 million, or 115 percent, compared to an increase of 42 percent in the consumer price index.

#### INVESTMENTS

The chart at the top of p. 138 is an illustration of investments by asset class at September 30, 1995, and September 30, 1994.

The Corporation's trustees, through the finance and administration committee, delegate

investment decisions to investment managers who operate within investment policies and guidelines set by the trustees. Sixty-five percent of the funds are managed by three core managers who may invest in both fixed-income and equity securities, domestically and internationally. The remaining 35 percent is invested in a variety of other investments, most of which

are organized as limited partnerships. These investments include hedge funds, private equity, and real estate partnerships.

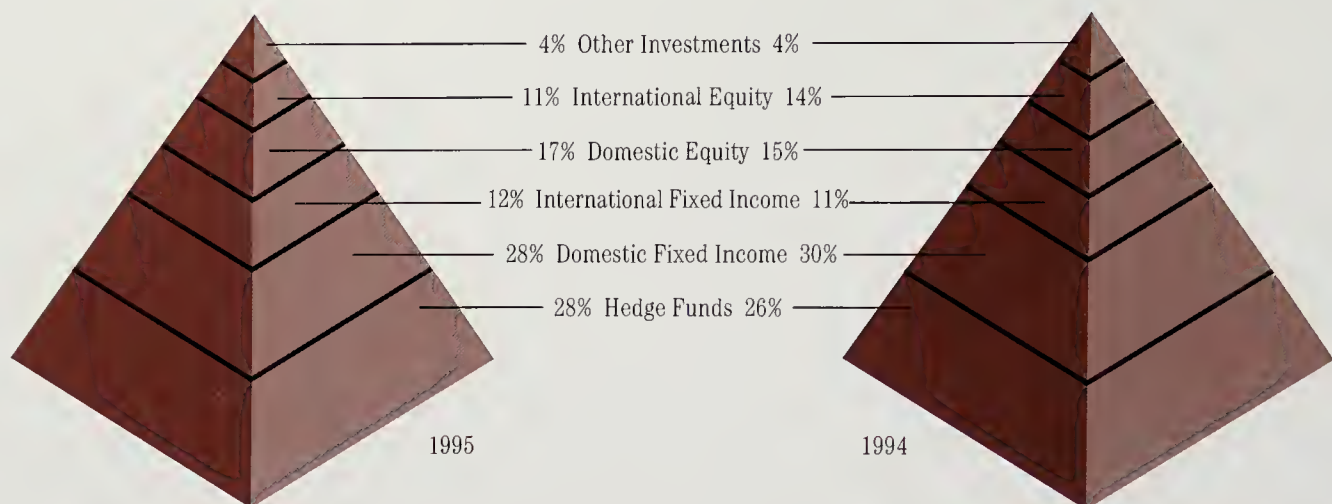
The committee has requested that the equity exposure of each core manager's account range between 40 percent and 60 percent. At September 30, 1995, the equity exposure of the core managers' accounts, including the value of Standard &

Poor's 500 Index futures contracts, was 48.6 percent of assets held in these accounts. The committee meets periodically with the core managers to review investment performance.

While delegating authority for individual investment decisions to outside managers, the trustees retain ultimate responsibility for investment policy, including policy relating to the exercise of public responsibilities by the corporations represented in the investment portfolio.

## Financial Highlights

INVESTMENTS BY ASSET CLASS\*



\*Note: Other investments include leveraged buyouts, real estate, and venture capital. If the off-balance-sheet transactions are taken into account, the Corporation's exposure to domestic equities increases to 21 percent in 1995 and 19 percent in 1994, and correspondingly its exposure to domestic fixed income decreases to 24 percent in 1995 and decreases to 26 percent in 1994.

INVESTMENT PERFORMANCE

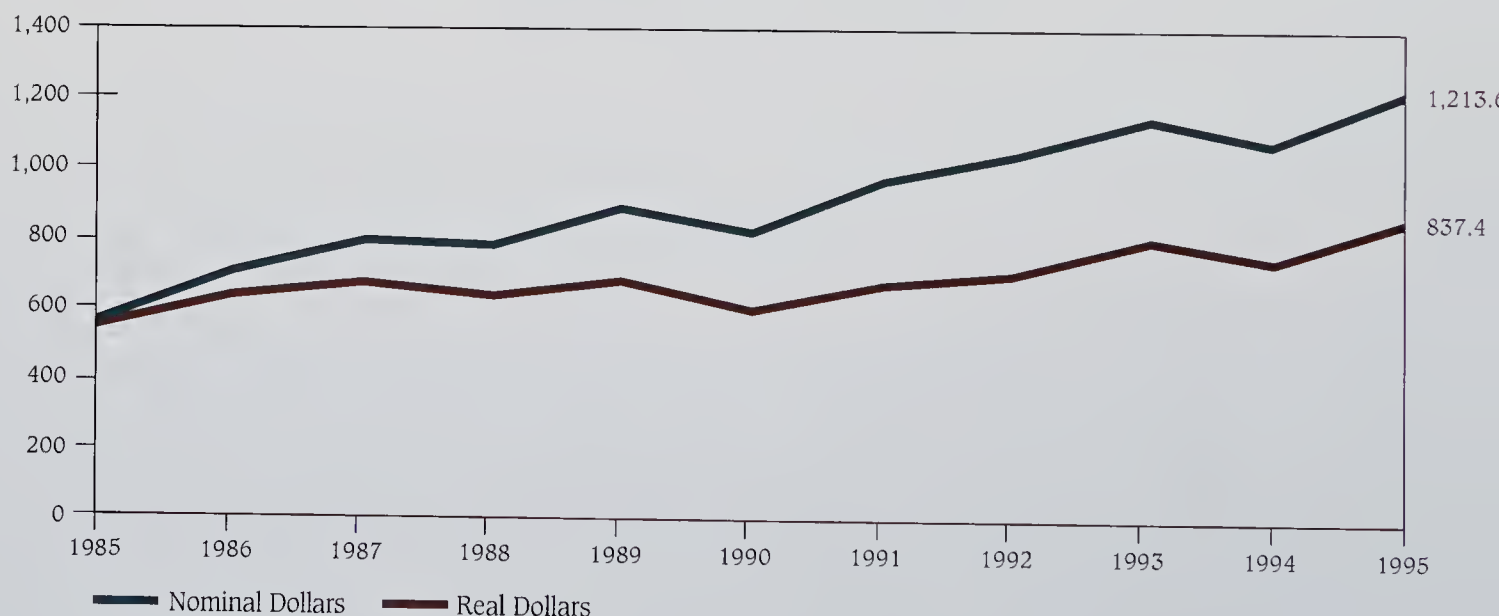
The Corporation's principal investment objective is to achieve long-term total return, consisting of capital appreciation as well as dividend and interest income, sufficient to maintain the purchasing power of the assets while continuing to support the programs of the Corporation. The portfolio had a total return, net of fees, of 15.1 percent for fiscal year 1995. The average annual rate of return over the last ten years has been 14.3 percent, compared to 16 percent for the S&P 500 Index and 10 percent

for the Lehman Brothers Aggregate Bond Index. After inflation, the average annual real return over the last ten years has been 10.7 percent. The Corporation has paid out 6.2 percent each year on average during this period. After adjusting for inflation and allowing for expenses, an average of 4.5 percent per year has been added to the value of the Corporation's assets for each of the past ten years.

The following graph illustrates the growth of investment assets in nominal and real dollars for the ten years ended September 30, 1995, using

INVESTMENTS IN NOMINAL AND REAL DOLLARS  
1985-1995

(\$'s in millions)





1985 as the base year. The significant rise in the market value of investment assets over the past ten fiscal years has provided the basis for substantial increases in appropriations during this period.

INVESTMENT INCOME

Interest and dividends for the year were \$38.6 million compared with \$34.8 million for the preceding year. The partnerships had a loss of \$8.7 million in 1995, compared to a gain of \$47.4 million in 1994. Net realized gains on investments were \$70.1 million compared to \$44.6 million in 1994. Investment expenses, consisting primarily of asset management fees, amounted to \$3.6 million in the fiscal year ended September 30, 1995, compared to \$3.5 million in the preceding year.

APPROPRIATIONS AND EXPENSES

For the ten years ended September 30, 1995, the Corporation awarded 2,650 grants totaling \$442.5 million. It also incurred expenses of \$87.2 million for administration, excluding investment expenses, and \$13.3 million for taxes, for a total of \$543 million.

The graph below illustrates the growth in expenses by category over the ten-year period ended September 30, 1995. As can be seen on the

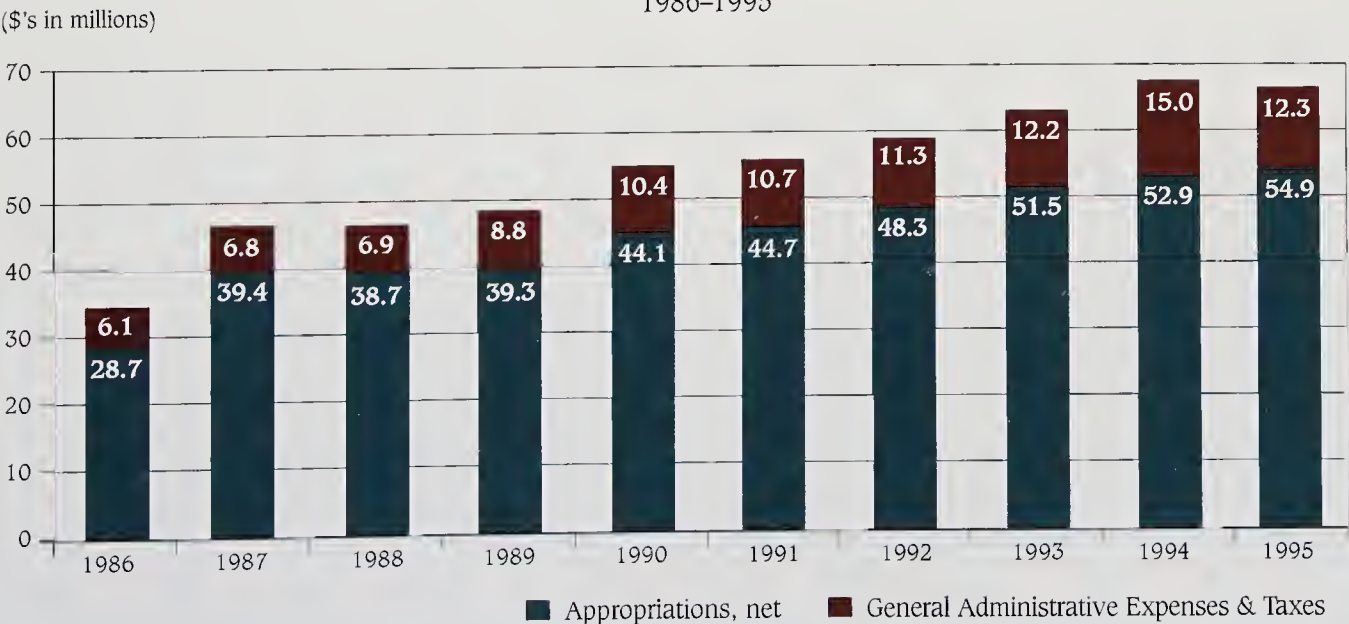
chart, appropriations have almost doubled over the ten-year period ended September 30, 1995.

Each year the trustees appropriate funds to be used for grants and for projects administered by the officers. Many of the grants involve multi-year commitments. About 60 percent of the appropriated funds are paid in the fiscal year in which the original appropriations are made. Appropriations net of refunds and cancellations totaled \$54.9 million in the fiscal year ended September 30, 1995, compared to \$52.9 million in the preceding year.

The general administration and program management expenses were \$10 million in the fiscal year ended September 30, 1995, compared with \$8.8 million in the previous fiscal year. Amounts spent for “direct charitable activities” were \$2.4 million in both 1995 and 1994. Direct charitable activities include services provided directly to other exempt organizations, governmental bodies, and the general public. Examples of such services are the provision of technical assistance to grantees and potential grantees; the conduct of educational conferences; research; the publication and dissemination of educational materials; and service on boards of other charitable organizations or public commissions.

EXPENSES BY CATEGORY

1986-1995



The schedule below breaks down total expenses for the year ended September 30, 1995, into categories.

	General administration and program management	Investment	Direct charitable activities	Total
Salaries	\$ 4,251,347	\$ 186,035	\$1,023,641	\$ 5,461,023
Investment advisory and custody fees	—	3,146,993	—	3,146,993
Employee benefits	1,635,342	72,538	384,084	2,091,964
Rent	1,244,245	56,730	292,576	1,593,551
Office expenses	596,714	27,207	140,314	764,235
Amortization and depreciation	705,920	—	—	705,920
Quarterly and annual reports	54,460	—	437,268	491,728
Travel	402,063	3,884	57,228	463,175
Conferences and meetings	327,548	594	17,484	345,626
Consultants	291,421	—	—	291,421
Trustees' honoraria and expenses	241,483	18,522	—	260,005
Computer equipment and services	130,823	5,965	30,763	167,551
Legal and accounting services	89,012	63,106	—	152,118
Other	165,986	5,806	30,367	202,159
<b>TOTAL</b>	<b>\$10,005,541</b>	<b>\$3,581,415</b>	<b>\$2,382,962</b>	<b>\$ 15,969,918*</b>

\*Total expenses in 1994 were \$14.7 million, which included \$3.5 million of investment expenses and \$2.4 million of direct charitable activities expenses.

## TAXES

Under the provisions of the Tax Reform Act of 1969, Carnegie Corporation as a private foundation is subject to a federal excise tax of 2 percent on income and realized capital gains. However, under the Tax Reform Act of 1984, the rate is reduced to 1 percent if the foundation maintains its average expense rate of the previous five years and, in addition, spends the tax savings. The Corporation qualified for the reduced tax rate in fiscal year 1995, but not in 1994. The cumulative tax saved by qualifying in nine of the previous ten years was \$10.4 million. Tax expense for the year includes \$.96 million of excise taxes offset by an expected unrelated business income tax refund of \$1.15 million. The refund results from carrying back the losses from certain limited partnership activities to offset unrelated business income

tax paid in the previous year. The deferred tax liability of \$2.5 million represents the potential tax (at 2 percent) on gains as yet unrealized.

## AUDIT BY INDEPENDENT ACCOUNTANTS

The bylaws provide that the Corporation's accounts are to be audited each year by an independent public accountant. Accordingly, the firm of KPMG Peat Marwick LLP audited the Corporation's financial statements for the fiscal year ended September 30, 1995. The Corporation's financial statements, together with the independent auditors' report, appear on the following pages.

*Jeannette P. Fisi*

TREASURER

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INDEPENDENT AUDITORS' REPORT

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The Board of Trustees  
Carnegie Corporation of New York:

We have audited the accompanying balance sheets of Carnegie Corporation of New York as of September 30, 1995 and 1994, and the related statements of changes in unrestricted net assets and cash flows for the years then ended. These financial statements are the responsibility of the Corporation's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Carnegie Corporation of New York as of September 30, 1995 and 1994, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

*KPMG Peat Marwick LLP*

KPMG PEAT MARWICK LLP  
New York, New York

December 21, 1995



BALANCE SHEETS		
September 30, 1995 and 1994		
	1995	1994
<b>Assets</b>		
Cash	\$ 105,485	\$ 231,557
Investments — note 2	1,213,648,472	1,113,834,084
Accrued investment income	7,002,290	9,006,755
Refundable taxes, net — note 4	1,109,139	792,129
Prepaid expenses and other assets	97,388	136,491
Fixed assets — note 3	2,305,414	2,709,506
Total assets	<u>\$1,224,268,188</u>	<u>\$1,126,710,522</u>
<b>Liabilities and net assets</b>		
Liabilities		
Grants payable	\$ 27,925,256	\$ 26,554,686
Accounts payable and other liabilities	3,692,136	2,293,901
Deferred taxes payable — note 4	2,474,026	873,516
Total liabilities	<u>34,091,418</u>	<u>29,722,103</u>
Net assets		
Unrestricted	1,054,839,902	961,651,551
Permanently restricted (no change)	135,336,868	135,336,868
Total net assets	<u>1,190,176,770</u>	<u>1,096,988,419</u>
Total liabilities and net assets	<u>\$1,224,268,188</u>	<u>\$1,126,710,522</u>

*See accompanying notes to financial statements.*

# STATEMENTS OF CHANGES IN UNRESTRICTED NET ASSETS

For the years ended September 30, 1995 and 1994

	1995	1994
<b>Investment income</b>		
Interest and dividends	\$ 38,631,169	\$ 34,826,858
Income (loss) from partnerships	(8,708,865)	47,354,308
Net realized gain on investment transactions	70,105,617	44,551,700
Total realized investment income	100,027,921	126,732,866
Less investment expenses	3,581,415	3,458,093
Net realized investment income	96,446,506	123,274,773
<b>Expenses</b>		
Grant appropriations, net	50,464,348	49,382,483
Appropriations for projects administered by officers, net	4,404,102	3,564,263
General administration, program management, and direct charitable activities	12,388,503	11,258,707
Provision for taxes, net — note 4	(43,832)	3,733,036
Total expenses	67,213,121	67,938,489
<b>Excess of net realized investment income over expenses</b>	29,233,385	55,336,284
Increase (decrease) in unrealized appreciation of investments, net of deferred federal excise tax (credit) of \$1,305,203 in 1995 and \$(2,108,850) in 1994 — note 4	63,954,966	(103,333,639)
<b>Increase (decrease) in unrestricted net assets</b>	93,188,351	(47,997,355)
Unrestricted net assets, beginning of year	961,651,551	1,009,648,906
<b>Unrestricted net assets, end of year</b>	<u>\$1,054,839,902</u>	<u>\$ 961,651,551</u>

*See accompanying notes to financial statements.*

## STATEMENTS OF CASH FLOWS

For the years ended September 30, 1995 and 1994

	1995	1994
<b>Cash flows from operating activities:</b>		
Change in net assets	\$ 93,188,351	\$ (47,997,355)
Adjustments to reconcile change in net assets to net cash provided by (used in) operating activities:		
Change in unrealized appreciation of investments	(65,260,169)	105,442,489
Net realized gain on investment transactions	(70,105,617)	(44,551,700)
Depreciation and amortization	705,920	668,020
Deferred federal excise tax provision (credit)	1,600,510	(2,247,412)
Total adjustments	(133,059,356)	59,311,397
Change in accrued investment income, refundable taxes, prepaid expenses, and other assets	1,726,558	(1,397,249)
Change in grants payable, accounts payable, and other liabilities	2,768,805	5,666,461
<b>Net cash (used in) provided by operating activities</b>	(35,375,642)	13,583,254
<b>Cash flows from investing activities:</b>		
Proceeds from sales or redemptions of investments	1,819,626,846	1,389,507,187
Purchases of investments	(1,784,075,448)	(1,402,752,770)
Purchases of fixed assets	(301,828)	(290,392)
<b>Net cash provided by (used in) investing activities</b>	35,249,570	(13,535,975)
<b>Change in cash</b>	(126,072)	47,279
Cash, beginning of year	231,557	184,278
<b>Cash, end of year</b>	\$ 105,485	\$ 231,557

*See accompanying notes to financial statements.*



## NOTES TO FINANCIAL STATEMENTS

For the years ended September 30, 1995 and 1994

(1) Summary of significant accounting policies:

The accompanying financial statements have been prepared on the accrual basis of accounting.

In 1995, the Corporation adopted the provisions of Statement of Financial Accounting Standards (SFAS) No. 116, "Accounting for Contributions Received and Contributions Made," and SFAS No. 117, "Financial Statements of Not-for-Profit-Organizations." The effect of adopting these standards was not material to the Corporation's financial statements.

Fixed assets are stated at cost. Depreciation is calculated on a straight-line basis over the estimated lives of the related assets. Leasehold improvements are amortized over the remaining life of the lease.

For purposes of the cash flow statement, cash includes all uninvested cash of the Corporation.

The resources of the Corporation consist of permanently restricted and unrestricted funds. Permanently restricted net assets represent the original sums received from Andrew Carnegie,

who, by the terms of the conveying instrument, stipulated that the principal may never be expended.

The fair value of investments has been determined as indicated in note 2. The carrying amount of cash, accrued investment income, prepaid expenses and other assets, grants payable, and accounts payable and other liabilities approximates fair value because of the short maturity of these financial instruments.

(2) Investments:

Equities and fixed income securities are reported on the basis of quoted market value. Limited partnership interests in real estate are reported at appraised value, adjusted for the Corporation's share of the limited partnership income or loss. Venture capital and hedge fund limited partnership interests are carried at fair value as determined by the general partner. Other investments are carried at fair value. Due to brokers is carried at market value. Investments are composed of the following at September 30, 1995 and 1994:

	September 30, 1995		September 30, 1994	
	Cost	Market Value	Cost	Market Value
Equities	\$ 289,277,063	\$ 337,600,981	\$ 277,305,532	\$ 324,025,583
Fixed income				
Short term	149,260,219	149,205,734	128,017,969	127,899,598
Long term	326,175,426	340,034,473	339,978,035	334,054,938
Limited partnership interests				
Real estate	14,248,327	11,268,972	14,063,741	10,685,809
Venture capital	9,356,715	14,041,404	8,175,684	10,742,277
Hedge funds	290,407,730	338,982,795	273,907,505	287,538,027
Other investments	20,458,503	24,909,035	23,896,319	21,574,943
Due to brokers, net	(1,972,070)	(2,394,922)	(2,687,091)	(2,687,091)
Total	<u>\$1,097,211,913</u>	<u>\$1,213,648,472</u>	<u>\$1,062,657,694</u>	<u>\$1,113,834,084</u>

## NOTES TO FINANCIAL STATEMENTS

For the years ended September 30, 1995 and 1994

As a result of its investing strategies, the Corporation is a party to off-balance-sheet futures contracts.

Below is a table summarizing the long and short exchange-traded financial futures positions at September 30, 1995, and September 30, 1994.

Index futures contracts	September 30, 1995		September 30, 1994	
	Net number of contracts-long/(short)	Contract value in \$ millions	Net number of contracts-long/(short)	Contract value in \$ millions
S&P 500	154	\$45.3	182	\$42.1
30-year Treasury bond	117	13.4	230	22.8
10-year Treasury note	174	19.2	102	10.3
5-year Treasury note	(195)	(20.9)	33	3.4
Municipal bond	33	3.8	—	—

Changes in the market values of these futures contracts are recognized currently in the statement of changes in unrestricted net assets, using the marked-to-market method. Off-balance-sheet futures contracts involve, to varying degrees, elements of market risk and credit risk in excess of the amounts recorded on the balance sheet. Market risk represents the potential loss the Corporation faces due to the decrease in the value of off-balance-sheet financial instruments. Credit risk represents the potential loss the Corporation faces due to the inability of counterparties to meet the terms of their contracts. The margin requirements on deposit with third-party safekeeping banks for futures contracts were approximately \$5.9 million at September 30, 1995, and \$5.5 million at September 30, 1994.

The Corporation uses a market-neutral strategy whereby it purchases long and sells

short securities for approximately equal amounts, and buys S&P 500 Index futures contracts to provide exposure to the U.S. equity market. Included in the table are 334 S&P 500 Index futures contracts-long valued at \$98.2 million at September 30, 1995, and 340 S&P 500 Index futures contracts-long valued at \$78.7 million at September 30, 1994, held for this purpose. U.S. securities sold but not yet purchased (short sales) in this strategy are valued at \$47.6 million, and Japanese securities sold but not yet purchased are valued at \$31.9 million at September 30, 1995. At September 30, 1994, U.S. securities sold, not yet purchased, totaled \$73.5 million. Securities owned in the market-neutral strategy are recorded net in the Corporation's financial statements. Required cash collateral for the short sales is held by the broker and required collateral in the form of securities is pledged to the broker and held by

## NOTES TO FINANCIAL STATEMENTS

For the years ended September 30, 1995 and 1994

a third-party safekeeping bank.

The Corporation also permits its investment managers to use forward foreign exchange contracts to manage the currency risk inherent in owning securities denominated in foreign currencies. In a forward foreign currency transaction, the Corporation agrees to exchange one currency for another on an agreed-upon date at an agreed-upon exchange rate. At September 30, 1995, the Corporation held forward currency buy contracts and sell contracts with notional amounts totaling \$15.7 million and \$109.2 million, respectively. At September 30, 1994, the Corporation held forward currency buy contracts and sell contracts with notional amounts totaling \$47.1 million and \$127.9 million, respectively. Such contracts involve, to varying degrees, risks of loss arising either from the potential change in market prices or from the possible inability of counter parties to meet the terms of their contracts. Changes in the value of forward foreign currency contracts are recognized as unrealized gains or losses until such contracts are closed.

The remaining index futures contracts are used by the Corporation's investment advisors to manage short-term asset allocation.

The Corporation's investment advisors monitor the financial condition of the firms used for futures and forward foreign currency trading in order to minimize the risk of loss. Exposure limits are placed on firms relative to their credit worthiness. Management does not anticipate that losses, if any, resulting from credit or market risk would materially affect the financial statements.

### (3) Fixed assets:

Fixed assets are composed of the following at

September 30, 1995 and 1994:

	1995	1994
Leasehold improvements	\$3,871,650	\$3,848,050
Furniture and equipment	<u>2,340,385</u>	<u>2,062,157</u>
	6,212,035	5,910,207
Less: Accumulated amortization and depreciation	<u>(3,906,621)</u>	<u>(3,200,701)</u>
Total	<u>\$2,305,414</u>	<u>\$2,709,506</u>

### (4) Taxes:

The Corporation is liable for federal excise taxes of 2 percent of its net investment income, as defined, which includes realized capital gains, for the year. However, this tax is reduced to 1 percent if certain conditions are met. The Corporation met the requirements for the reduced tax for the year ended September 30, 1995, but not for 1994. Therefore, current taxes are estimated at 1 percent of net investment income, as defined, for 1995, and at 2 percent for 1994.

Deferred taxes represent 2 percent of unrealized appreciation of investments at September 30, 1995 and 1994, as qualification for the 1 percent tax is not determinable until the fiscal year in which gains are realized.

During 1995, the Corporation had unrelated business income losses from certain investment partnership activities. By carrying back these losses, the Corporation expects to recover \$1,153,965 in unrelated business income taxes paid in the previous year. This amount is included in the provision for taxes.

The Corporation paid estimated federal excise taxes of \$770,000 in 1995 and \$2,600,000



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## NOTES TO FINANCIAL STATEMENTS

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For the years ended September 30, 1994 and 1993

in 1994. In addition, the Corporation paid \$2,063,727 in federal and state unrelated business income taxes in 1994. No estimated unrelated business income taxes were paid in 1995.

(5) Retirement plans:

The Corporation purchases annuities for qualifying employees under the terms of a noncontributory, defined contribution retirement plan with Teachers Insurance and Annuity Association and College Retirement Equities Fund. Retirement plan expense for the years ended September 30, 1995 and 1994, was \$916,369 and \$814,538, respectively.

In addition, the Corporation has established a noncontributory defined benefit annuity plan to supplement the basic plan described above. This plan is also administered by Teachers Insurance and Annuity Association and College Retirement Equities Fund. Contributions to this plan are based on actuarial calculations. No contribution was required in 1995 or 1994. At December 31, 1994, the assets of the plan exceeded the actuarial present value of accumulated plan benefits by approximately \$860,750.

(6) Lease:

The Corporation occupies office space at 437 Madison Avenue under two sublease agreements. One sublease expires December 30, 1997. The Corporation has entered into a lease agreement with the building landlord effective in 1998 to continue renting this space through December 31, 2003. The second sublease expires on April 14, 2000.

The following is a schedule of the future minimum lease payments at September 30, 1995. Rent for 1998 is net of free rent and work contributions totaling \$775,500 under the new lease

beginning in January 1998.

Fiscal year ending  
September 30

1996	\$1,480,785
1997	1,517,910
1998	523,643
1999	1,132,720
2000	1,174,110
2001-2004	<u>4,042,500</u>
	<u>\$9,871,668</u>

Rental expense for 1995 and 1994, including escalations, was \$1,620,526 and \$1,518,559, respectively.







Report  
of the  
Secretary



Many individuals contribute to the Corporation's responsible governance, effective program development, and efficient operations. Some of those contributions are noted here. A more detailed description of each of the grant-making programs appears elsewhere in this report.

Perhaps no one's contribution to the Corporation in recent years has been as varied and as valued as that of Fred M. Hechinger, and it is with deep sorrow that we report his death in November 1995. During his tenure as a trustee of the Corporation from February 1985 to January 1991, he served on the nominating committee for six years and as vice chairman of the board for three years. Mr. Hechinger joined *The New York Times* in 1959 as education editor and later served on the editorial board, becoming deputy editor of the editorial page in 1976. From 1978 until his retirement in February 1991, he was president of the New York Times Company Foundation and wrote a weekly column for the *Times*, "About Education." In February 1991 he joined the Corporation's staff as senior advisor, where his knowledge of education and his long

and distinguished experience as a journalist and the author of several books proved invaluable to colleagues in the Education and Healthy Development of Children and Youth program. He was a member of the Carnegie Council on Adolescent Development from 1987 to 1995, and his book, *Fateful Choices: Healthy Youth for the 21st Century*, was the focal report of the

council's April 1992 conference, "Crossroads: Critical Choices for the Development of Healthy Adolescents." He also authored *Carnegie Quarterly* articles on adolescent health, middle grade reform, early childhood care and education, and a new middle grade science curriculum. It was both a privilege and a pleasure to call him colleague. Carnegie Corporation has lost a wise

counselor and good friend.

## Corporation Update

### BOARD OF TRUSTEES AND COMMITTEES

At its April meeting, the Corporation's board of trustees elected Judy Woodruff to a four-year term ending in January 1999. Ms. Woodruff is prime anchor and senior correspondent of Cable News Network (CNN), where she coanchors *Inside Politics*, the nation's only daily program devoted exclusively



to politics, and *The World Today*, an hour-long daily newscast of major international and national news. She also coanchors the network's special coverage of political conventions and summits. For ten years before joining CNN in 1993, she was the chief Washington correspondent for the *MacNeil/Lehrer Newshour* on PBS. From 1977 to 1982, she served as the White House correspondent for NBC News.

At the annual meeting of the board of trustees in January 1995, Thomas H. Kean was elected to a second four-year term as trustee. His term will end after the January 1999 meeting.

At the same meeting, the trustees elected Newton N. Minow to a one-year term as chairman of the board, his third. Eugene H. Cota-Robles was reelected vice chairman. The trustees also elected the board's finance and administration committee: Richard I. Beattie, James A. Johnson, Helene L. Kaplan, and Vincent A. Mai, with David A. Hamburg, president of the Corporation, and Mr. Minow serving *ex officio*.

The nominating committee consists of four trustees, who are elected to four-year terms, and the president of the Corporation, who serves *ex officio*. Members of the committee in 1994–95 were Henry Muller, James P. Comer, Dr. Cota-Robles, Dr. Hamburg, and Teresa Heinz.

The agenda committee, an *ad hoc* committee of the board since 1981, consists of the chairman and president and three other trustees appointed by the chairman for three-year terms. Richard F. Celeste, Mr. Kean, and Shirley M. Malcom currently serve on this committee.

The board of trustees met on October 13, 1994, and on January 12, April 13, and June 8, 1995. The June meeting, which was held in conjunction with a retreat of board members and senior Corporation staff, took place at the Pocantico Conference Center of the Rockefeller Brothers Fund, Pocantico Hills, North Tarrytown, New York.

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## PROJECTS ADMINISTERED BY THE CORPORATION

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The Corporation administered five multiyear, professionally staffed projects during 1994–95. The two newest—the Carnegie Task Force on Learning in the Primary Grades and the Carnegie Commission on Preventing Deadly Conflict, both established in 1994—already have scheduled a full calendar of meetings, commissioned numerous studies, and made plans for publications. The Carnegie Task Force on Meeting the Needs of Young Children and the Carnegie Commission on Science, Technology, and Government continued their active dissemination of the results of work already concluded and reports previously published. For the Carnegie Council on Adolescent Development, 1994–95 was the final full year of operations. Its concluding report, *Great Transitions: Preparing Adolescents for a New Century*, was issued at a national meeting in Washington, D.C., just after the end of the fiscal year. The meeting was attended by some four hundred representatives of government, business, nonprofit organizations, the academy, and the media. The council was established by the Corporation's board of trustees in 1986, and since 1987 has operated from the Corporation's Washington office. Ruby Takanishi has been the executive director of the council since its founding; she and council members and staff will spend most of the coming year disseminating this report, as well as the council's reports of previous years. The council will cease formal operations in June 1996.

Launched in January 1994, the Carnegie Task Force on Learning in the Primary Grades is studying the education of children from the ages of three to ten. Its executive director is Antony Ward. Corporation trustees Shirley M. Malcom and James D. Watkins cochair the twenty-three-member task force, whose members include prominent

leaders in education, business, government, human services, and the media. The task force will issue its findings, conclusions, and recommendations in a report to be published in September 1996.

The Carnegie Commission on Preventing Deadly Conflict has met several times since its establishment in June 1994. The sixteen-member commission, cochaired by Corporation president David A. Hamburg and former U.S. secretary of state Cyrus R. Vance, comprises eminent international leaders and scholars with long experience in conflict prevention and conflict resolution. Its task is to develop practical and feasible ways that nations might cooperate in preventing highly violent conflict, or, in the event that primary prevention fails, intervene to resolve conflict in the earliest stages. During 1994–95, it commissioned studies and published the first in a series of publications, the June 1995 discussion paper, *Comprehensive Disclosure of Fissionable Materials: A Suggested Initiative*. The commission plans an extensive program of publications as an integral part of its work over the coming two to three years. Jane E. Holl is the executive director of a small staff located in the Corporation's Washington office. Appointments of senior commission staff are reported below. The commission expects to release its final report in early 1997.

The Carnegie Task Force on Meeting the Needs of Young Children released its report, *Starting Points: Meeting the Needs of Our Youngest Children*, in April 1994; its activities during the year being reported here concentrated on a broad-reaching dissemination effort on the part of task force members and staff, as well as other Corporation staff members. Kathryn Taaffe Young, who, as director of studies of the task force, was primarily responsible for the report, left the Corporation in December 1994 to become senior program officer for children and youth at

the Commonwealth Fund. Through its grant-making program, the Education and Healthy Development of Children and Youth, the Corporation made a limited number of grants in the past year to follow up on the recommendations of *Starting Points*. Plans to continue this follow-up in 1995–96 with activities at the state and city level are further described in the overview of the Children and Youth program, on p. 27.

The Carnegie Commission on Science, Technology, and Government, directed by David Z. Robinson, continued to disseminate its influential set of reports, published between 1991 and 1994. Other publications, the results of Corporation-funded activities related to the commission, have also proven influential. Two such publications issued in the past year are the *Reference Manual on Scientific Evidence* (Federal Judicial Center, 1994) and *Partnerships: A Compendium of State and Federal Cooperative Technology Programs* (Battelle Press, 1995).

#### SENIOR STAFF APPOINTMENTS

Three senior staff members joined the Carnegie Commission on Preventing Deadly Conflict in the past year. After serving as a consultant to the commission for several months, John J. Stremlau became advisor to the executive director in October 1994. From May 1989 through February 1994, under the Bush and Clinton administrations, he served as deputy director of the secretary of state's policy planning staff, which is responsible for the development and articulation of post-Cold War foreign policy. Before his government service, he had worked at the World Bank and the Rockefeller Foundation and served as a consultant to the John D. and Catherine T. MacArthur Foundation, the Charles F. Kettering Foundation, and the Pew Charitable Trusts.

Esther Brimmer joined the commission staff



in June 1995 as a senior associate. She worked previously at the U.S. Department of State as a special assistant to the under secretary for political affairs. From 1991 to 1993, she was a legislative analyst for the Democratic Study Group of the U.S. House of Representatives. Ms. Brimmer is a graduate of Pomona College and holds master's and doctoral degrees in international relations from Oxford University.

In July 1995, Thomas J. Leney was appointed senior associate at the commission. He held a number of positions with the U.S. Department of the Army, most recently as chief, strategic plans and policy. Previous positions included special assistant to the Secretary of the Army, speechwriter for the Chief of Staff, and military assistant to the Supreme Allied Commander, Europe. He has also been a senior fellow of the Atlantic Council of the United States, a policy analyst at the National Security Council, and an assistant professor at the U.S. Military Academy, West Point, of which he is also a graduate. He received a master's degree in public policy from the John F. Kennedy School of Government, Harvard University.

In November 1994, Suzanne Wood joined the Corporation as a program officer in the Preventing Deadly Conflict program. For three years before joining the Corporation, she was deputy director of the Salzburg Seminar, where she was involved in program development in politics, economics, law, environment, health, and the arts and humanities. She previously held positions as director of the office of development at the Atlantic Council of the United States and as a consultant, editor, and writer at the World Bank. A graduate of Lewis and Clark College, she received a master's degree in international relations from the Paul H. Nitze School of Advanced International Studies, Johns Hopkins University.

## CORPORATION PUBLICATIONS AND DISSEMINATION

The Corporation undertakes a variety of efforts to make the results of its grants and programs available to the public. In addition to the annual report and president's essay, the Corporation issues the *Carnegie Quarterly*, a serial publication launched in 1956. The *Quarterly* examines particular areas of grant-making activity or Corporation-sponsored programs, often addressing issues of national and international importance. *Quarterlies* in the past year included review articles of five Corporation-supported books: on education to reduce prejudice and foster intergroup understanding, "full-service" schools that offer an array of social services to at-risk children and youth, the Soviet atomic and hydrogen bomb programs, the need for broadcasters and policymakers to address the deficiencies of children's television, and the culture of the white racist movement. There were also articles on approaches to reducing unwanted pregnancy, the relative merits of federal policies aimed at controlling the supply of and demand for illicit drugs, and a new middle grade science curriculum.

The Corporation publishes three newsletters after each meeting of the board of trustees. The original *Carnegie Newslines* lists grants and appropriations approved by and reported to the board and gives brief information about the grantee and the purpose, amount, and duration of the grant. An expanded *Newslines*, introduced in 1994, contains summaries of the grants and appropriations approved by the board, similar to those presented in this annual report. A third *Newslines*, written for commercial and academic publishers, describes work being done by grantees who intend to produce a book-length manuscript but have not contracted with a publisher.

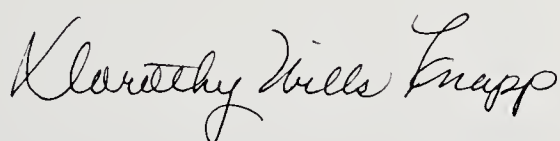
In addition, the Corporation publishes meet-



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ing reports and occasional papers. *American Policies Toward Africa: The Building of Constituencies*, by Howard Wolpe, synthesizes the proceedings of a meeting convened by the Corporation in March 1995 in New York that brought together Corporation grantees and other resource persons from Africa and the United States. The occasional paper *Radical Surgery: What's Next for America's Health Care?* by Joseph A. Califano, Jr., is based on a speech delivered at the annual dinner of the Corporation's board of trustees on January 12, 1995.

The Corporation continues to explore the potential of publication and dissemination in new forms, particularly electronic telecommunications. Last year it established an informational node (or "gopher") on the Internet, containing full text of selected Corporation publications. In August 1995, it added a "home page" on the World Wide Web, connected to the text-only gopher for cross-referencing. In December 1994, an automatic fax response system was installed to provide basic information about the Corporation and its programs through a telephone menu response to callers with access to a fax machine. For information about how to access Corporation information on the Internet or by fax, see p. 174.



SECRETARY

# Guidelines for Grantseekers

Carnegie Corporation awards grants to non-profit organizations for projects that have potential national or international impact. Approximately twenty requests for support are submitted to the Corporation for each grant made. In 1994–95, staff members reviewed more than 5,200 requests. Of those turned down, roughly 30 percent were declined because the activities were too local in scope.

The grants budget for fiscal 1996 is \$59 million. The funds will be spent in four major areas of concentration: Education and Healthy Development of Children and Youth; Preventing Deadly Conflict (formerly known as Cooperative Security); Strengthening Human Resources in Developing Countries; and Special Projects, which comprises grants that do not fit easily into the first three categories. Grants of more than \$25,000 must be approved by the board. Grants of \$25,000 or less, called discretionary grants, are made on the approval of the president and reported to the board. The programs and projects supported by the foundation during 1994–95 are described in *The Year in Review*, beginning on p. 25.

Appropriations for operating programs of the Corporation, such as the Carnegie Task Force on Learning in the Primary Grades and the Carnegie Commission on Preventing Deadly Conflict, and the renewal of previously supported projects limit the availability of grant funds for new activities. In 1994–95, approximately 8 percent of the grants budget was allocated for oper-

ating programs. Renewals constituted about 55 percent of the grants made and 71.5 percent of the total budget.

Carnegie Corporation's fiscal year runs from October 1 to September 30. Its seventeen-member board meets four times a year, in October, January, April, and June. The trustees set the broad policies of the foundation and have final authority to approve grants recommended by the program staff.

## HOW TO APPLY FOR A GRANT

There are no application forms. Grantseekers are requested to present a clear and straightforward proposal containing a description of the project's aims, significance, amount of support required, duration, methods, personnel, and budget. Officers review the proposal in light of their knowledge of the field and in relation to the current program priorities. If they wish to pursue matters further, they may request a more developed document. Additional materials may be required, including a formal request from the head of the organization and a more precise budget.

There are no deadlines. The Corporation reviews requests at all times of the year. The staff tries to convey its decision within four months of the receipt of the proposal.

The following points may be helpful in preparing a proposal. Although the questions need not be answered individually, they indicate the types of concerns program staff members have in mind when reviewing requests.

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► What problem does your project address? Why is this issue significant? What is the relationship of the problem/issue to the Corporation's program, as outlined in the foundation's descriptive materials?

► How will your project or activity deal with the stated problem? What do you intend to demonstrate or prove? What means will you use, and what methodology will you apply? If the project is already under way, what have you accomplished so far?

► What outcomes do you expect for the project, both immediate and long term? How will you assess the success or effectiveness of your work?

► What strengths and skills do the organization and personnel bring to this project? In short, what makes this organization the right one to conduct this project? (If the organization is not a college or university and has not applied to Carnegie Corporation before, please include background information—an annual report, an audited financial statement, or a mission statement.)

► What is the overall cost of the project? How much are you requesting from Carnegie Corporation over how long a period? What other sources of support are you pursuing for this project?

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#### RESTRICTIONS

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**T**he Corporation does not make grants for basic operating expenses, endowments, or facilities.

The Corporation also does not generally make grants to individuals. On rare occasions,

however, it will make a grant to a highly qualified individual for a project that is central to its stated program interests. It does not have a program of fellowships, scholarships, or travel grants.

The Corporation does not, as a matter of policy, provide to prospective grantseekers copies of successful proposals.

In addition to these general restrictions, there are specific criteria for the acceptance of a proposal pertaining to three program areas:

► *Education and Healthy Development of Children and Youth.* The foundation does not accept unsolicited proposals concerned with substance abuse. Neither does it review requests from individual schools or school districts. It is not accepting further proposals for the *Starting Points* initiative or for research on improving race and ethnic relations.

► *Preventing Deadly Conflict.* The program does not support curricular projects of individual schools or colleges. Most of the grants made in this program are to U.S. institutions. It only rarely supports media projects.

► *Strengthening Human Resources in Developing Countries.* The program does not accept unsolicited requests that aim to improve understanding of development and developing countries among the U.S. general public and policymakers. Nor does it accept unsolicited proposals concerned with democratic transitions in Africa.

For further information about the grant programs, please refer to The Year in Review.



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<sup>3</sup> Died November 6, 1995

<sup>4</sup> Through December 1, 1995

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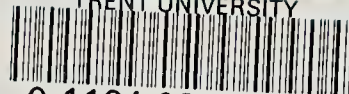




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